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# JUNIOR COLLEGE JOURNAL

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# JUNIOR COLLEGE JOURNAL

OFFICIAL ORGAN OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES



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## *Maintaining Equilibrium in The Junior College Curriculum*

JAMES W. REYNOLDS

THE United States as a leader among democratic nations has entered on a program of making itself and its friends so powerful that the enemies of democracy will be prevented from using war as a means of attack. The period of contemplating such a program passed soon after the opening of the Korean conflict. The adoption of this program of action has met with nation-wide approval.

It is recognized by every thinking person that such a program must have the support of the whole nation. Moreover, since the development of national power depends directly on a tremendous supply of trained individuals, the nation's educational institutions must make a major contribution in their training programs. Although a material share of this responsibility will fall upon the upper undergraduate and the graduate years of institutions of higher education, it should not be forgotten that the elementary, secondary, and junior college years are equally involved. While trite, it is nevertheless true that the ability of the scientist, the research worker, and the technician rests squarely on the education received at the elementary, secondary, and junior college levels.

Elsewhere in this issue of *Junior College Journal* is an article which suggests methods by which junior colleges may make their contributions to the national program. The editorial this month presents an additional idea for this list.

In a meeting in Washington, D. C., on October 6-7, representatives of higher education and of the Federal Government discussed basic plans for effective utilization of colleges and universities in the current crisis. Two responsibilities for higher education were suggested many times in the formal addresses made to the assembled representatives: (1) scientific and technical education, and (2) education in the ideals of democracy. The second of these two responsibilities, it is believed, deserves even more emphasis than has been given.

In a scientific age the demand for technicians and scientists is great. When the demand is intensified by the competition of government, industry, and education the supply becomes short. Moreover, when peace times give way to periods of stepped-up national defense, the supply becomes inadequate. This condition, unless extreme caution is exercised, leads

to an enhancing of educational programs of scientific and technical training, and by comparison to a reduction in importance of educational programs dealing primarily with general education. Such an eventuality is not a desirable one.

The arguments favoring the development of an intelligent citizenry are too well known to require repeating. Also well accepted is the idea that if there is any time when the development of such citizenship is more important than others, it is at the time when a nation is making itself powerful to defend the ideals on which the existence of the nation rests. Educational institutions, for this reason, must not be allowed to attain a state of disequilibrium in their programs.

Fortunately, the problem under consideration does not depend on an either-or answer. Junior colleges are not faced with the necessity of deciding between increasing the emphasis on scientific and technical programs while decreasing the emphasis on general education, or failing to meet their obligation in a program of national defense. Scientific-technical education and general education can and should be acquired in the same college class. Two definite steps can be taken to insure this comprehensive coverage.

The faculty of a given junior college should make a thorough examination of the objectives of the classes which are being taught. The need for thoroughness in such

an examination does not imply that a long period of time is required to complete such an analysis. If the task be undertaken seriously, it should be completed in a period no longer than two to three weeks.

This examination of objectives should be conducted to discover the degree of consistency of existing objectives with those demanded by the national defense program. The educational objectives of the national defense program should be considered as they are urged by the nation's leadership — inclusive of both scientific-technical education and citizenship education.

An analysis of existing objectives will occasionally reveal the need for organizing new courses. More often, however, the need revealed will be for reorganization and reorientation of existing courses.

The second step which junior colleges should take concerns an analysis of the current practices of evaluation of student progress toward stated educational objectives. This procedure often will result in a tightening up of loosely conceived evaluation programs. Ultimately, it will focus faculty and administrative attention on some of the educational objectives which may have been slighted in the past. Through such procedures, the educational programs of junior colleges can avoid the disequilibrium which characterized so many institutions during World War II.

# *Student Medical Reimbursement Insurance<sup>1</sup>*

THEODORE HALBERT WILSON

JUNIOR College administrators in increasing numbers are making available to their students low cost insurance which will provide reimbursement for medical expenses incident to sickness or accident. Many colleges and secondary schools have been offering such group insurance to their students for nearly a score of years. Their experience proves that large numbers of families are eager to avail themselves of this kind of protection against unexpected expenditures in excess of the regular charges for tuition, board, room, books, transportation, and incidentals which can be estimated with a fair degree of accuracy at the beginning of a college year. When parents enroll a son or a daughter at college, they know they can pay these regular expenses. In many instances, however, the unexpected happens and parents discover to their chagrin that expenses resulting from illness, accidents, or operations cannot be met without (1) withdrawing their children from college, (2) incurring an indebtedness which they dislike to assume, (3) dipping into their reserve funds to a dangerous extent, or (4) disposing of property, sometimes even the home.

Student Medical Reimbursement Insurance provides protection against all four of these misfortunes, and it does so at a cost of

only a few dollars a year. Parents can afford this slight additional expense; and, for just a few dollars, can have the peace of mind which comes from the knowledge that, if the unexpected does occur, the additional expenses will be met without financial embarrassment.

The procedure is simple. The officials of the individual college invite an insurance broker to help them determine what their specific needs are, and draw up a group policy to meet those needs.

Theoretically it is possible for a group of junior colleges to arrange themselves on a state, a regional, or a national basis, to provide identically the same policy for all their students. Practically, however, because of the conditions which are peculiar to each institution, a policy which is drawn up for all junior colleges in a state, region, or the nation must obviously include (a) coverage for all forms of medical reimbursement, without regard to the variety of conditions at the various institutions, (b) coverage for conditions that are common to all the institutions, or (c) coverage for conditions selected on the basis of compromise among the institutions.

<sup>1</sup>Editor's Note: The following article has been prepared at the request of the Board of Directors of the American Association of Junior Colleges. It is an informational service article.

In the first instance, (a), the premium charge will be excessive for those colleges which provide any health services without extra charge. The extent to which the cost will be excessive will vary according to the extent to which each institution already provides medical services to its students; participates in intercollegiate athletics and intramural sports; and experiences illness among its students.

In the second instance, (b), the protection afforded will be inadequate to those colleges which provide few or no health services to their students.

In the third instance, (c), the protection will be excessive at some institutions and inadequate at others.

The only method, so far discovered, of providing adequate protection at each institution at premium rates which are appropriate to the students of each institution is by having an insurance broker visit the institution, confer with the officials, study the conditions at the institution, and recommend a policy which is "tailor-made" for the students of that institution.

This can be done in either of two ways. First, the prevailing practice is for each institution to negotiate with its own insurance broker for a policy for its own students. Second, it has been proposed that a group of institutions which belong to an Association (The American Association of Jun-

ior Colleges, for example) should jointly negotiate, as an Association, with an insurance broker, chosen by the Association, for a basic policy, applicable to all the institutions which are members of the Association, but with the understanding that each college has the privilege of modifying that basic policy by adding certain items which are needed in its particular case if its students are to be adequately protected. In this event, the total premium charge for each college will vary from the "basic policy" rate according to the items which are added for the individual college.

It has been suggested, likewise, that although the Association would designate an official broker to act as Administrator of the joint plan, yet that broker would operate through whatever local insurance broker each institution might select. On such a joint plan, some economics might be effected, thereby reducing the premium charge for the basic policy. One insurance broker has suggested that on a nation-wide group insurance plan, the cost per student would be reduced by perhaps as much as twenty per cent.

In case an Association of Junior Colleges were to consider adopting a group medical reimbursement plan, at least five questions would necessarily have to be answered: (1) Does the Constitution of the Association permit it to enter the field of cooperative buying? (2) Will the Plan be compulsory for



all junior colleges which belong to the Association? (3) Will the Plan be compulsory for all students in each junior college which adopts the Plan? (4) What items will be included in the "basic" policy? (5) What broker will be selected as Administrator of the Plan? No "inclusive" answer can be given to the first and the last of these questions. On the other three questions comments may be made.

Junior colleges, colleges, and schools which have offered Medical Reimbursement Insurance to their patrons have quite uniformly presented it on the voluntary rather than the compulsory basis. Patrons who desire to avail themselves of such protection may have it; those who do not wish it, need not take it. Group insurance is a protection *offered* to all patrons, not a protection *required* of all patrons.

Because Medical Reimbursement Insurance is a method of protecting patrons against financial embarrassment in the event of unexpected illness, accident, or operation, the institution which offers it on the group basis is rendering a service to its patrons. If the insurance is offered on a voluntary, not a compulsory basis, the institution is not guilty of requiring any patron to purchase something he does not wish.

The items to be included in a policy should be determined in the light of experience. Some institutions offer accident coverage only, while many offer both accident and sickness coverage.

Adgate A. Lipscomb and Son, Insurance Brokers in Washington, D. C., have furnished the following information, based on data provided by the National Safety Council and the National Health Survey. "The accident hazard is greatest from ages 15 to 24. . . . One student in four will become sick or injured each year. . . . Sickness is three times as prevalent as accidents." It would appear, therefore, that both accident and sickness should be included in a Student Medical Reimbursement policy.

Several plans which are in operation in junior colleges and colleges have been examined. Most of them include:

- A. Accident coverage up to \$500 per accident for the actual cost of physician or surgeon services, hospital confinement, nurse or nurse services, and dental treatment for injury to natural unfilled teeth.
- B. Sickness coverage, for *each* sickness, (1) for hospital board, and room charges ranging from \$5 to \$10 a day up to 30 days; (2) for miscellaneous hospital expenses such as operating room, anesthesia, drugs, medicines, x-ray, oxygen tent, and laboratory examination, up to from \$25 to \$50; (3) surgeon's fees for non-accident operations, according to a schedule for *each* operation, up to \$150; (4) doctor's fees for hospi-

tal visits on non-surgical disabilities at \$3 per visit, up to \$90; and for home, office, or dormitory, non-confined, non-surgical visits at \$3 per call, excluding the first call, up to \$75.

These figures appear in several plans. They may be increased or decreased, however, at the pleasure of each institution, at a proportionate increase or decrease in the premium.

Experience apparently justifies the inclusion of accident coverage on the "blanket," "unallocated," "all-inclusive" basis, which covers surgeon's and physician's fees, nursing, operating room, etc., up to a stipulated maximum for each accident. In the case of sickness, however, experience indicates that the "allocated" plan of coverage is more practicable, with specified amounts for each type of service required.

Some institutions include in their policies some or all of the following items: (a) Nurse Expense at about \$8 a day, up to \$100 per illness; (b) Consultant Expense of about \$25 per illness; (c) Ambulance Expense of about \$10 per accident or sickness; and (d) Accidental Death and Dismemberment Insurance from \$500 to \$1000.

Policies differ sufficiently in their wording to make it very important that institutions and parents understand which items are included and which are excluded. The John C. Paige and Company of Boston, Massachusetts, a pio-

neer in Student Medical Reimbursement Insurance, has furnished the following "list of vitally important questions which could be used as a guide in determining the breadth and sufficiency of an Accident and Sickness Medical Reimbursement Policy. *Does the policy cover the following:*

1. Pre-existing conditions? (This would include any growth, physical impairment, congenital condition or disease which the student might have at the time he entered the plan.)
2. Recurrent or chronic conditions? (Asthma, bronchitis, sinus infection, hayfever, etc.)
3. Interim vacations? (Christmas, Easter, etc.)
4. School year or calendar year?
5. While in residence at the school only, or any place or time during the term of the policy?
6. Any territorial restrictions?
7. Are the policy benefits payable in addition to any other private or group insurance which the parent may carry for the student?
8. Can the policy be cancelled during the term for which it is written?
9. Occupational hazards? (Many students have part time or vacation jobs.)
10. Injuries to sound, whole teeth and what are the limitations, if any?"

Premiums of plans examined vary widely. For Accident insurance only, premiums range from \$5.00 to \$7.50 for women and \$10.00 to \$15.00 for men, per college year (\$6.50 to \$9.00 and \$12 to \$18.00 per calendar year). For Accident and Sickness insurance, premiums range from \$15.00 to \$50.00 depending upon the hazards

involved, the amount of protection afforded, and the broker who handles the insurance.

Although many brokers throughout the nation handle such insurance, for the purposes of this article it is impracticable to attempt to compile and publish a complete list. Mention should be made of the following three, in

addition to the two already quoted, because the author is indebted to all five of them for information which has been of help in the preparation of this article: Hig- ham, Neilson, Whitridge & Reid, Inc., Philadelphia, Pennsylvania; United Pacific Insurance Company, Seattle, Washington; and Richard C. Knight, Boston, Massachusetts.

# Analysis of Junior College Growth

C. C. COLVERT AND H. F. BRIGHT

THE growth of the junior colleges of the United States has been such as to acquire through the years the status of a sociological movement. Although this uniquely American educational unit is relatively young, the combined public and private junior colleges now serve a number of students nearly equal to the total enrollment in institutions of higher education in the United States thirty years ago.

The growth in the junior colleges has been somewhat paralleled by the growth of all institutions of higher education. More and more persons are going to college. Four out of every hundred young people were going to college in 1900; by 1940 (before the G.I. Bill) sixteen of every hundred were attending college. However, the growth of the junior colleges may be accounted for not only by the general urge for college work but also by the fact that they have made a real effort to make available types of training not always to be found in the senior colleges. The emphasis in the junior colleges upon vocational work, adult education and general education has resulted in the further training of thousands

of students who probably would not otherwise have continued their formal education beyond the high school years. For a history of the development of the junior college movement the interested reader is referred to the chapter by Phebe Ward in *American Junior Colleges*.<sup>1</sup>

## Number of Colleges and Enrollments

Since the first *Junior College Directory* was compiled and published in 1928, the annual analysis of growth started with 1928 data until the *Directory* of 1949 which used figures reaching back to 1900. These figures were used again in 1950 and are continued in the present directory. The figures for 1900 were estimated, those for 1915 were compiled by McDowell and those for 1922 and 1927 by Koos. The following tabulation shows the growth of the junior colleges.

Figures 1 and 2 show graphically the growth in numbers and enrollments of the junior colleges. In the Figure 1 it is seen that the growth in number of junior colleges has followed a rather smooth curve for the years from 1900 to 1945. Starting slowly, the increase in numbers accelerated rapidly from about 1915 to 1935 where it began to slow down in regular fash-

<sup>1</sup>Ward, Phebe. "Development of the Junior College Movement," *American Junior Colleges*, Chap. II. Edited by Jesse P. Bogue. Washington: American Council on Education, 1948. (Second Edition)



## NUMBER OF COLLEGES AND ENROLLMENTS FROM 1900 TO 1951

<i>Year</i>	<i>Number of Colleges</i>	<i>Enrollment</i>	<i>Percentage Increase in Enrollment</i>
1900	8	100	
1915	74	2,363	
1922	207	16,031	
1927	325	35,630	
1928	408	50,529	
1929	405	54,438	7.7
1930	429	67,627	24.2
1931	436	74,088	9.6
1932	469	97,631	31.8
1933	493	96,555	— 1.1
1934	514	103,592	7.2
1935	521	107,807	4.1
1936	518	122,311	13.5
1937	528	129,106	5.6
1938	553	136,623	5.8
1939	556	155,588	13.9
1940	575	196,710	26.4
1941	610	236,162	20.1
1942	627	267,406	13.2
1943	624	314,349	17.6
1944	586	325,151	3.4
1945	584	249,788	—23.2
1946	591	251,290	0.6
1947	648	294,475	17.2
1948	663	455,048	54.5
1949	651	500,536	10.1
1950	648	465,815	— 6.9
1951	634	562,786	17.2

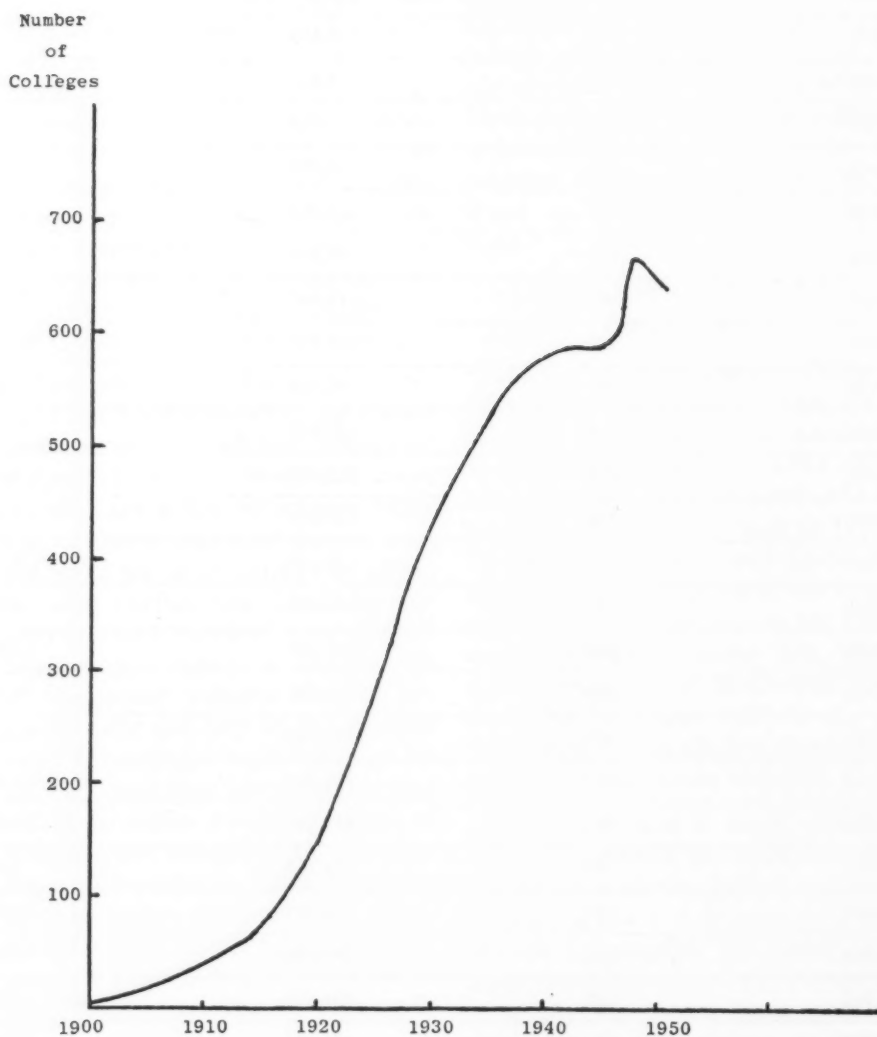


Fig.1. Number of Junior Colleges 1900 to 1951

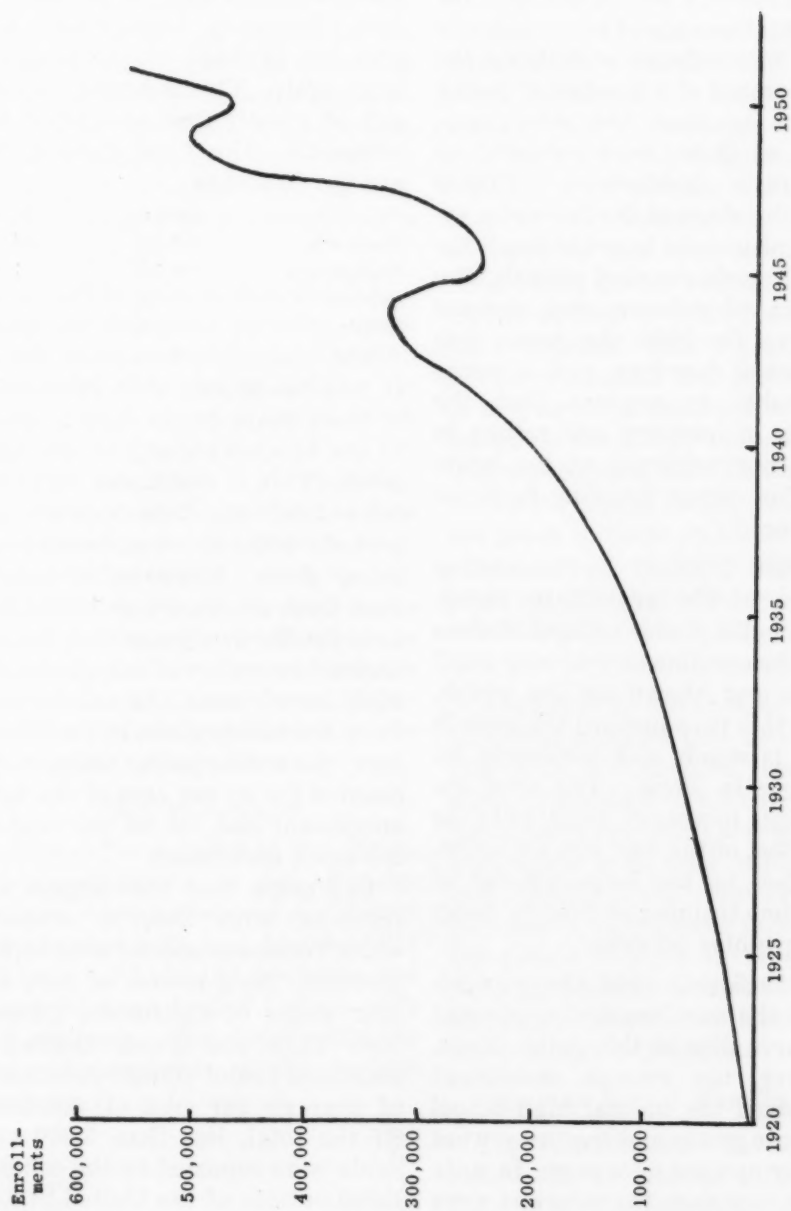


Fig.2. Enrollments in Junior Colleges 1920 to 1951

ion. This trend, however, was abruptly changed in the six years from 1945 to 1951. Directly after the war the surge of returning veterans into colleges stimulated the development of a number of junior colleges to meet the emergency. Many of these were intended as temporary institutions. Others took advantage of the favorable enrollment picture to get through the difficult early years of growth. The number of colleges shot upward rapidly. By 1950 the trend was downward, however, and it seems reasonable to suppose that the growth in numbers will return to its earlier tendency as the acute need for college training facilities is reduced.

Figure 2 offers an interesting picture of the growth in enrollments in the junior colleges. Before 1920 the enrollment was very small and is not shown on the graph. From this time onward the growth curve is steady and constantly increasing in slope. The total enrollment increased until 1944 as the effect of the war was apparently offset by the large amount of part-time training offered by many of the junior colleges.

In 1945 and 1946 the war affected the enrollment strongly and the curve dips at this point. Soon, however, the veteran enrollment reinforced the normal high school graduate group and the curve went sharply upward once more. In spite of the fact that the veterans were relatively soon out of the two years of work offered by the junior col-

leges, the curve continued upward until 1949. For 1950 a dip in enrollment occurred. Now for the 1951 *Directory* (enrollment figures for 1949-50) the total figure is up again. This is largely the result of greatly increased adult enrollments. The total enrollments are the following:

	1948-49	1949-50
Freshmen	172,531	183,117
Sophomores	100,323	102,871
Specials	39,320	44,031
Adults	142,220	214,407
Total	465,815	562,786

It will be noticed that in neither of these years do the figures given in the breakdown add to the total given. This is due to the fact that some total enrollments were reported without the breakdown being given. However, it can be seen from a comparison of the figures for the two years that the increase has occurred largely in the adult enrollments. As can be seen from the tables given in the *Directory*, the public junior colleges accounted for 81 per cent of the total enrollment and for 93 per cent of the adult enrollment.

California had the largest enrollment with 246,708 students while Texas was second with 53,931 students. As a matter of fact, the four states of California, Illinois, New York and Texas showed a combined junior college enrollment of over 60 per cent of the total. Of the total, less than 5,000 students were reported by the colleges listed outside of the United States. Nevada and New Mexico report no junior colleges.



It would be interesting but probably futile to attempt a prediction as to the future course of the growth curve. It might be attempted with some hope of success if world conditions were reasonably stable. However, with the possible imminence of a world conflict of great duration it would be very difficult to predict the effect on the junior colleges.

It will be noticed that the *Directory* for this year contains somewhat more complete tables than formerly. For the first time the *Directory* was made up through the use of punched cards on the I. B. M. tabulator. It is hoped that as this method of handling the data is perfected, more complete analyses of the situation will be possible than has been the case in the past. It must be emphasized as formerly that the figures used are cumulative totals and do not represent the enrollment upon any one day in the colleges listed.

#### *Size of Colleges*

The colleges listed in the *Directory* vary greatly in size. For example, in the State of California are located both Los Angeles City College with 28,187 students and Deep Springs Junior College with 15 students. The distribution by size of enrollment of the various colleges is as follows:

1- 500:	415
501-1000:	104
1001-1500:	32
1501-2000:	25
2001-2500:	15
2501-3000:	5
Over 3000:	38

It is worth noticing that while the majority of the colleges have enrollments of less than 501, these colleges contribute a relatively minor portion of the total enrollment. If the 415 colleges in this bracket can be considered to be evenly distributed throughout the interval, they account for a little over 100,000 students or less than one-fifth of the total enrollment. Thus about 20 per cent of the colleges represent over 80 per cent of the enrollment. This is a good reason for remarking that the increase of average size among junior colleges over the last 20 years must be interpreted carefully. The increase in the average is largely caused by the great increase in size of a minority group of institutions. A great many of the colleges have increased very little in size over the last twenty years.

It is not to be inferred, of course, from this analysis that increase in size is in and of itself desirable. Some of the best of all educational institutions are small and purposely continue to be small while doing high quality work. However, the increase in enrollment in some of the junior colleges is, if nothing else, an indication that they are serving a larger and larger segment of the population.

#### *Summer School Enrollments*

The enrollments in summer schools are in general quite small. Data on summer school enrollments have not previously been given. They are available in this report

only because of the method of gathering data used. Separate reports for long session and summer session were requested. This did not turn out to be a completely satisfactory plan as breakdowns on summer school enrollments were not received for all schools in time to be included. Hence the total enrollment for a college often does not agree with the sum of the enrollments given under the breakdown classifications.

For the summer of 1950, there was a total enrollment in the private colleges of 10,181 exclusive of students who had been enrolled in the previous long session. For the public colleges there was a total enrollment of 20,239. Thus 30,420 students were enrolled in all summer sessions not counting those who had also been enrolled during the winter sessions. For the private institutions the largest enrollment occurred in the District of Columbia with 1800 students, all classified as freshmen and sophomores. For the public colleges California had the largest number of summer school enrollees with 11,130 and Texas was second with 3,261.

Very few colleges reported any instructors used for summer school other than the regular staff. Apparently very few junior colleges attempt to develop summer school work to a spectacular extent.

#### *Membership in the American Association of Junior Colleges*

California with a total of 68 public and 10 private colleges for

which data are listed had 46 active members and one provisional member of the Association. Texas with 36 public and 22 private colleges had 47 active members. Eleven states had perfect records for membership although they included only 36 colleges. Out of the 634 colleges listed, 463 were active members and 18 were provisional members of the Association.

#### *Institutional Changes*

In the current *Directory* data are given for 634 colleges as opposed to 648 in last year's issue. Some of the missing colleges have changed to senior college status. Others have not reported during the last two years. The following colleges have been discontinued:

Riverside Junior College in Georgia  
Kents Hill Junior College in Maine  
Duluth Junior College in Minnesota  
Dawson County Junior College in Montana  
Bristow Junior College in Oklahoma  
Mangum Junior College in Oklahoma  
Westminster College in Texas

In addition to the above colleges, Hillsboro College in Texas has been reported as discontinued as of September 1. It is listed, however.

None of these colleges can be classified as post-war. Their average age is 18 years. Hillsboro was one of the earlier Texas Colleges and was founded in 1923. However, these colleges together had a total enrollment last year of less than 1300 students, or less than 200 per school.

On the credit side of the ledger

it can be reported that Contra Costa Junior College is now functioning on two separate campuses. The State Teachers Colleges at Frostburg and Salisbury in Maryland are now listed as having junior college divisions. Moark Baptist College in Missouri has been added to the list as has been the Fort Worth Distributive Education Junior College, this last being an institution for Negroes.

Ogontz Junior College is listed with last year's figures. However, it has become an undergraduate Center for Pennsylvania State College and will be so listed in the next issue.

#### *Number of Faculty*

The *Directory* shows a total of 13,921 full-time instructors as opposed to 14,921 for last year. However, the 8,030 part-time instructors are slightly more numerous than the 7,678 of last year. The part-time instructors are considered as equivalent to 2,624 full-time instructors. Thus the 634 institutions employed the equivalent of 16,545 instructors. This gives a faculty-student ratio of 1 to 34. This seems somewhat out of balance and is undoubtedly due to the fact that part-time students are counted the same as full-time ones in spite of the fact that they do not require as much instruction. If full-time student equivalents were used the ratio would look much better.

#### *Accreditation*

Of the entire group of insti-

tutions listed in the present *Directory* only a few are not accredited by some accrediting agency. However, relatively few are accredited by the regional accrediting agencies. A tabulation of such accreditation follows:

	1948-49	1949-50
Southern Association	82	87
North Central Association	73	76
Middle States Association	20	24
Northwest Association	20	22
New England Association	12	13

Although the number in each region is still unimpressive, it is true that an increase is evident and that this increase represents a larger percentage of accreditation by regional associations.

#### *Types of Institutions*

Of the 634 colleges for which data were tabulated, by far the largest number were coeducational with 500 or 77 per cent in this category. Of the remainder 48 were for men and 86 for women.

Twenty-five institutions were listed as being Negro junior colleges. One college is for Indian students.

The information given on "years included" may be summarized as follows:

One-year junior colleges	6
Two-year junior colleges	585
Three-year junior colleges	5
Four-year junior colleges	33

Five colleges listed more than four years of work. It is evident that the two-year organization is the prevailing type although a great deal has been written about the advantages of the four-year

junior college.<sup>2</sup> It should be understood that what is meant here is an institution which includes the years 11, 12, 13, and 14; the four-year college which operates a junior college division as its first two years does not fall in this category. Thus care must be exercised in labelling a college as a four-year junior college.

### *Junior College Trends*

The enrollment figures for 1949-50 show a considerable increase over those of 1948-49 and the reason for this increase is worth investigating. Is it due to an upward trend in the status of junior colleges generally or is it due to some change in methods of reporting enrollments? There is no easy answer to this question. On the face of it the increase in enrollment can be largely ascribed to an increase in adult enrollments as has been shown earlier. While the freshman, sophomore and special enrollments have increased somewhat, the increase in adult enrollment has been tremendous. What are the implications of this fact regarding the vigorous growth of the colleges?

Probably it can be agreed that the more adult students attend junior colleges the more these institutions are caring for the needs of their communities. However, it should be noted that an increase in the number of adult students is quite different in meaning from an

increase in full-time day students. The whole matter is tied into the present method of reporting enrollments.

Under the present system the enrollment of a junior college is represented by the number of students who have attended it during the year. These may be partly or wholly part-time students. No distinction is made in the count between a student who carried one course for one semester and one who completed thirty semester hours of work during the year. For this reason comparison with enrollments in senior colleges, for example, is very misleading, at least in most cases, as the senior college students are to a larger extent full-time students. Thus it turns out that large changes in total enrollment are caused by different interpretations of the meaning of total enrollment. It was pointed out in last year's *Directory* that Long Beach City College dropped from 31,401 to 16,175 in one year not because of a loss in enrollment but because of a change in method of computing it. It is this sort of variation which makes more difficult the task of deciding the meaning of changes in the total enrollments.

Various ways of circumventing this difficulty have been suggested. However, most writers on the subject seem to be in general agreement that the most meaningful figures which can be easily gathered are those which give the enrollment in the colleges as of a

<sup>2</sup>For example see: Sexson, John A. and Harbeson, John W. *The New American College*. New York: Harper and Brothers, 1947.

specified date. This does not wholly eliminate the difficulty of counting part-time students in the same way as full-time. But it at least limits the count to those who are enrolled

at any one time and seems to eliminate the false prosperity which may be indicated by counting as a student each person who signs up for a three week course of lectures.



## *What Traits Should Junior College Teachers Possess?*

M. R. TRABUE\*

THROUGH the cooperation of the Executive Secretary and members of the American Association of Junior Colleges, 204 returns were received in January and February, 1950, from presidents of junior colleges who had checked on a printed inquiry the degree of importance they attach to fifty-two traits which had been reported as important in teachers of first and second year college students.

The instructions and the fifty-two traits are reproduced here with the number of junior college executives giving each rating to each trait. In reading the tabulations it is important to bear in mind that many executives made no check marks whatever in the "Rarely Noted" column, and that the instructions were to use this column only for those traits which had already been rated as having "Real Value" or "Great Value." A low numeral in the "Rarely Noted" col-

umn (e.g., item I a) indicates that the credentials of applicants usually contain adequate information concerning the trait, while a high numeral (e.g., item II a) indicates that many executives find inadequate evidences regarding the trait in the credentials they receive regarding applicants.

It is worthy of note that item II h ("Inspires students to think for themselves and to express their own ideas sincerely.") was considered "highly important" by 95% of these executives and as "important" by the other 5%. This item was also the most highly valued trait among 197 executives of teacher education institutions, 91% of whom rated it "highly important" and the other 9%, "important"†. Not one of these 401 college executives rated this characteristic as having "little value."

Sixteen of the fifty-two traits were checked by more than half of the junior-college executives as being "highly important." Only two of these sixteen items had failed to secure the same rating from a majority of the executives of teacher education institutions. Item III c ("His students voluntarily seek his advice on intimate personal problems.") was rated as having "great value" by 52% of junior college executives, but by only 39% of the executives of

\*The author is chairman of the Committee on Preparation of College Teachers of the American Association of Colleges for Teacher Education. The other members of the committee are Dr. Ruth E. Eckert, University of Minnesota; Dr. Karl Bigelow, Teachers College, Columbia University; Dean L. D. Haskeew, University of Texas; President John R. Emens, Ball State Teachers College, and President S. M. Brownell, New Haven State Teachers College.

†The report of the returns from presidents of teachers colleges and deans of university schools of education was published in the 1950 yearbook of the American Association of Colleges for Teacher Education, pp. 67-74.

teacher education colleges. Item V e ("Has a wholesome family life.") was rated as of "great value" by 53% of junior college executives, and by 49% of the other group.

Five of the fifty-two items were rated as "undesirable or unimportant" by more than half of the junior college executives. A majority of the executives of teacher education institutions gave the same unfavorable rating to three of these items: I h "Graduate major was in a special area of academic subject." (Jr. Col., 57%; T. Ed. Col., 66%) V f "Is less than 35 years of age." (Jr. Col., 81%; T. Ed. Col., 59%) VI f "Engages actively in political work." (Jr. Col., 78%; T. Ed. Col., 73%). The other two traits were each rated as "undesirable or unimportant" by only 25% of the executives of teacher-education institutions. I c "Has done important research in his field." (Jr. Col., 52%). I d "Has published scholarly articles or books." (Jr. Col., 61%). In all probability the lower value attached to these two items by junior college executives is due to the fact that executives of teacher-education colleges tend more often to consider any instructor as a potential teacher of upper-division and graduate classes.

While no item of scholarship was rated by a majority of the junior college presidents as "highly important," two of these items (I b and I j) were so considered by more than 40%, and were rated as

"unimportant" by fewer than 10%. It would appear, therefore, that, although junior college presidents value scholarship as "important," they more often consider certain other characteristics connected with instruction, student counseling, faculty membership, and personal life as "highly important."

In order to determine the degree to which the presidents of junior colleges differ in various sections of the country, the returns were tabulated by geographical areas: East, North, West, and South. The consistency of the ratings from different parts of the country is indicated by the fact that the list of sixteen items rated "highly important" by a majority of all the presidents would have differed in not more than two items if the returns from only one of the four sections of the country had been used. If only the returns from Eastern junior colleges had been used, item II k ("Has infectious enthusiasm for teaching that inspires students to want to teach") would have omitted (45%); and item V a ("Has good health and physical vigor") would have also failed to qualify (39%).

If returns had been collected from Northern junior college presidents only, item III c ("His students seek his advice on intimate personal problems") would not have received a majority of "great value" votes (43%). If only the Southern presidents had been consulted, the list of items having "high importance" for the

majority would have been the same as it is from all returns, except that it would have contained an additional item IV h ("Shows active interest in continued professional study.") This item was considered "highly important" by 57% in the South, but by only 34% in the East.

Another item to which Eastern presidents attach "great value" less frequently (36%) than do those from other parts of the country (47%) was IV a ("Has studied the special interest, abilities, and needs of college students.") The Western presidents differ from their colleagues in other parts of the country on item I a ("General academic record is high") as much as or more than on any other item.

\*Tabulations have been completed of the returns from more than four hundred liberal arts college executives. The traits desired in the lower-division teachers in liberal arts colleges are identical in most respects with those reported here. A report on the characteristics desired by liberal arts college executives appears in the Bulletin of the Association of American Colleges for October, 1950.

Only 14% of the ratings by Western presidents on this item were "highly important," but from the other parts of the country, 35%. The greater emphasis on terminal pre-vocational courses in the West may account for this difference in judgment as to the importance of high academic records in members of the college teaching staff.

Executives of junior colleges and teachers colleges want teachers who work cooperatively with students and fellow faculty members and who inspire students to think for themselves and to take responsibility for planning and checking their own progress.\* The similarity between the desires of the employers and the preferences of college students, as revealed in various surveys already published, emphasizes the need for a serious reconsideration of the programs and procedures employed in preparing college teachers for meeting their responsibilities in first and second year college work.

# *Present Status of Administrative Organization of Student Personnel Programs in Public Junior Colleges*

M. A. HILLMER

RECENTLY much attention has been focused on student personnel programs<sup>1</sup> which have been described as the weak and vulnerable spot of the junior colleges. A query by the research office of the American Association of Junior Colleges revealed that the problem which junior college administrators rated most urgently in need of study was the organization of student personnel programs.

The purpose of this study is threefold: 1) to learn how many public junior colleges have an organized program of student personnel services, 2) to find out how many colleges have a full-time director or coordinator for this program, and 3) to determine which of the college administrators are interested in participating in an intensive study of the scope and organization of student personnel services.

As the means for learning these answers, the checklist method was selected. It was sent to all the public junior colleges listed in the "Junior College Directory"<sup>2</sup>.

About 40 per cent of the 192 colleges replying were located in the North Central and Western regions where it was found that there are more organized programs of student personnel services in the

district-type junior colleges. Almost three-fourths of the colleges replying did not have a full-time director for the student personnel program. California, which comprised the Western region, had the most full-time directors while the North Central region had the fewest. The greatest interest in the study, however, was expressed by the administrators in the North Central region.

The junior colleges appear, generally, to be in the fourth stage of a process of organization and administration of a program of student personnel services. They have arrived at this fourth stage through their expression of interest to a coordinating agency (the research office of the AAJC). The other administrative steps in the process are:

- I. Cognizance of the situation existing in the institution.
- II. Recognition of the need for organization of a student personnel program and for the coordination of it with the entire college program.
- III. Interest in achieving this organization and coordination.
- IV. Expression of this interest to a coordinating agency.
- V. Willingness to incorporate desirable student personnel services into the college program

<sup>1</sup>Phebe Ward, *Terminal Education in the Junior College*, p. 228.

<sup>2</sup>"Junior College Directory," *Junior College Journal*, Vol. 20, No. 5, January, 1950.

and to coordinate the student personnel program with the college program as a whole.

- VI. Discussion of the existing situation by the administrator and the entire faculty.
- VII. Procurement of a director of personnel to coordinate the student personnel program with the entire college program.
- VIII. Mutual recognition by the administrator and the faculty of the need for a coordinating agent.
- IX. Mutual intention of administrator, faculty, and coordinator to cooperate in a united effort to coordinate the student personnel services with the entire college program.
- X. Provision for some classroom instructors to participate in the counseling and group guidance.
- XI. Provision for a technically trained counselor for personal counseling.
- XII. Adequate provision in the budget for the operation of the desired student personnel services.

From the query it could be assumed that these first four steps have been taken by the administrators, but in reality, it is a joint administrator-faculty enterprise. Since the coordination of student personnel services draws into it many classroom instructors, it also entails the question, "Are the instructors willing to foster a group of students as part of the group guidance?" Much counseling con-

sists of simply furnishing information, answering the questions "How?" and "Where?" This, in itself, is usually no trouble at all, but the success of the service lies in the fact that a designated faculty member has already established rapport with each student and is available to talk with the student at the time when a counselor is needed. Every faculty and staff member can see that students with more complicated problems are referred to the technically trained counselor.

Some of the other services which might be included, depending on local conditions, are orientation for new students, housing information or supervision, health service, educational and vocational guidance, records, social and extra-curricular activities, financial aid, religious programs, research, placement, follow-up, student loans, scholarships, intramural athletic programs, deferred payment of fees, and supervision of dormitories and dining halls.<sup>3</sup>

In the college where the faculty and staff members hold the belief that the student and his development are factors as dynamic and important as the subject matter in the curriculum, the student personnel program will be most effective.<sup>4</sup> Not only the administrator and the faculty members but also the board of control find this the real criterion of educational value.

<sup>3</sup>Esther Lloyd-Jones and Margaret Ruth Smith, *A Student Personnel Program for Higher Education*, p. 1.

<sup>4</sup>American Council on Education, "The Student Personnel Point of View," *American Council on Education Studies*, Series I, No. 3, June, 1937; and Series VI, No. 13, September, 1949.



# *Significant Characteristics of Successful Administration Frequently Overlooked*

C. C. COLVERT

THE junior college administrator must have knowledge of junior college administration, how to make out a college budget, how to select a faculty, and many other such major points. The purpose of this article, however, is to discuss some frequently overlooked points for the junior college administrator—some points that if not handled properly will cause him to lose his job, or cause him not to make the progress that he should.

1. There are times in the execution of duties when an administrator will have to make an enemy. That is, there are certain decisions he will have to make that sometimes will go against a particular clientele of the school. He should spend three months, six months, or even a year, winning this person back into the fold of friendship. If he doesn't do this, ultimately he will have 51 per cent of his clientele against him and that means he has lost his job. Even a smaller percentage than that can sometimes lose him his job.

2. The administrator must have respect for the professional opinion of each of his faculty members in relation to that faculty member's own work. The junior college administrator is not a subject-matter specialist in all fields. There will be times when the head of one of his departments or some other faculty member in a partic-

ular subject field, with which he is not too familiar, will make a request which he feels is vital to his work, but which the administrator does not consider important. The good administrator will take time to check into the matter to find out if this faculty member is right. Often he cannot prove that he is wrong, in which case he should acquiesce to this particular instructor's demands if it does not violate any real administrative principle or policy of the school. Sometimes the faculty member will see that he is in error, but the administrator must have respect for a good faculty member's judgment in the area in which he is supposedly an expert or well trained.

3. A good administrator will try to attend some junior college workshop at least every other year. This is good policy, and it keeps him up to date. It keeps him discussing some current problems with his colleagues, and it generates new thinking. Those who attend various workshops are impressed with the stimulation they get out of such workshops. These workshops may last just three days, or a week, or they may last six weeks or more, but every other year a good administrator will find it worthwhile to attend some good junior college workshop in the nation.

4. The good administrator will attend two or three professional

meetings annually, if possible one meeting outside the state. Preferably he should attend the American Association of Junior Colleges where he can become acquainted with fellow administrators in junior colleges and discuss with them problems of promotion, constructing buildings, and selection of faculty.

5. If at all possible the administrator should teach one class every other year. In this way when he discusses problems in faculty meetings the instructors realize that he too knows some of the problems of teaching and that he is still familiar with grading, checking attendance, stimulating students, assigning library work, and the importance of books in the library. This keeps a kindred feeling with those with whom he is working.

6. The administrator should do professional reading regularly. For instance, the JUNIOR COLLEGE JOURNAL is a *must* for every junior college administrator as well as for his faculty. The JOURNAL OF HIGHER EDUCATION is a worthwhile magazine. There are many others, of course, along the line in which the administrator may be interested to which he should subscribe.

7. The junior college administrator should belong to some civic club, be a member of the Chamber of Commerce, and perhaps one other community organization of a service nature, such as the Boy Scouts of America, or the Community Chest organization. One

of the hardest things that junior college administrators and junior college instructors have to fight is to keep from having a fence built around the institution where they are on one side of the fence and the community is on the other.

8. One of the big problems of a junior college administrator is to use his time wisely for public appearances. The administrator must select from among the many invitations those that are most important to his college's welfare. There are some administrators who seem to think that it is not important that they make a public appearance while others feel they can't make a public speech. The public demands it and expects it of the administrator.

9. The administrator should never write a letter or statement which is adverse politically, or which can be used later against him. If such statements have to be made, they should be made orally to the person to whom they are intended. He should telephone the person he wants to talk to, even if it is long distance, or go to see him rather than write. This may be a minor matter, but it could turn into a very important and crucial matter. Politicians sometimes are quick to grasp a statement that can be misinterpreted.

10. As far as possible, the administrator should keep a clean desk top. He should get today's correspondence out today. People expect an answer promptly inasmuch as their money and time are involved.

11. The administrator should do the matters he dislikes first — then the remainder of the day will be happier. Some administrators postpone unpleasant matters until the very last minute, letting such matters bother them, distort their thinking, and irk them all day, rather than settle them. Facing things squarely is a major administrative principle, besides being good psychology and good mental hygiene.

12. The administrator should be careful to prevent one upsetting experience or conference of the day from adversely affecting all his reactions for the remainder of the day. He should control himself and not let a bitter or unsatisfactory experience color his thinking; his attitude, his disposition, and let it bother his other work.

13. A successful administrator must like people — all people — students, faculty, parents, board members, politicians, taxpayers, and other workers around the college. He must even like the main street coaches, at least he must learn to like them, learn to deal with them.

14. The junior college administrator must be dressed in taste and in keeping with his position. School boards expect it. Some good junior college administrators are criticized because they dress too cheaply when the public, the board, and the faculty know that they get a higher salary — enough that they should be able to dress well. Personal grooming is very important to the success of the school

administrator. There have been some administrators who did not make the progress that they should when all other things were equal but the one thing — dress — held them back.

15. A junior college administrator must budget his time so as to spend some reasonable amount of time with his family. It is a part of his obligation as a good administrator.

16. The junior college administrator must pay his bills promptly and live within his salary. The wife is a very important factor in this problem. As a matter of fact, she can be all important to him and help him succeed in his job of junior college administrator. Paying bills promptly and keeping good credit in the town is very important. If an administrator is continually behind with his accounts, the business man who pays the taxes which provide his salary begins to wonder if he does other business in the same way.

17. The junior college administrator must fit into the mores of the junior college community. That is, there may be certain customs in that community which the junior college administrator doesn't like, but if the majority of the people adhere to them, then he must not violate those customs.

There are of course many other points that a junior college administrator must take into consideration. It is a good rule for him to be conscious of his duties and responsibilities and make an effort to meet them.

## National Preparedness and The Community College

WILLIAM RANSOM WOOD

How can the community colleges of America contribute significantly to national preparedness? What can they do? What unique contributions to the general welfare can they make? These and similar questions demand prompt and serious consideration. Since late in June, Americans have been heavily engaged in the United Nations' defense against aggression in Korea. The United Nations, of which we are a charter member, is committed to resist similar aggression in other parts of the world—wherever aggression against free people may occur. As an Atlantic Pact nation we are concerned with the rearmament of the Western World for defensive purposes. We place ourselves among those people who are strongly opposed to any and all ideologies that deliberately seek to control the minds and enslave the bodies of mankind. Apparently we are now in the early stages of preparation for what may be a long, uncertain, and exceedingly difficult period of years.

It may be possible to contain the actual fighting in a comparatively small area; yet, at any time a tiny spark in the farthest corner of the world could ignite a general conflict. There is no escape from this dread reality. All men and women and children everywhere in America are involved in it. The

situation demands *total preparedness* for all Americans, a type of preparedness, including civilian defense as well as military defense, that will make it possible for us to learn to live in peace with all people.

Amid such conditions "Business as usual" is not possible for the community college. It is too close to the people. Any change of consequence in the pattern of living of a considerable number of persons locally is immediately reflected in the community college. The impact of even a partial preparedness effort undoubtedly will be swift. Inductions and the availability of good-paying jobs is likely to bring a reduction in full-time enrollments, possibly this fall, more probably by the fall of 1951. This could be offset in large measure, however, by an expansion of part-time enrollment. The recall of reservists to active duty and the availability of attractive defense jobs will bring a reduction in qualified and experienced professional staff personnel. This possible shortage, too, might be offset to some extent through an increase in the use of instructors on a part-time basis. A third shortage, that of equipment and materials of instruction, will be felt in time. Building programs will probably face deferment and in many in-



stances indefinite suspension. These are critical points of concern to every community college administration. They must be met realistically while the administration is organizing all available resources for a special effort in the national interest.

Luckily community college education is considered to be among the most flexible of all instructional programs for older youth and adults. It should be readily adaptable then to new conditions and new demands. In the present emergency here are a few suggested areas of service in which the community college could play a leading role:

### 1. CIVILIAN DEFENSE

As the center of adult educational activities in the community, it could assume much of the responsibility for the organization and operation of the local civilian defense program. It could provide facilities for the training of key personnel in that program. It could act as the coordinating influence among the several agencies and institutions engaged in various phases of civilian defense. In a situation where any community anywhere might sometime be involved in a disaster of major proportions, preparedness of the total civilian population is an urgent necessity. Measures to guard the public health and safety under conditions of extreme emergency must not be neglected anywhere. Local police and fire prevention authorities and public health offi-

cials must cooperate fully with the public schools, including the community college, and other educational and service institutions and agencies in shaping, activating, and maintaining a practical system for the common protection.

### 2. COMMUNITY INFORMATION SERVICE

It could initiate and maintain an information and education program in the interests of community understanding of critical issues. It could provide a meeting place for the public to consider topics of common concern. All forms of mass media of communication could be used to strengthen home morale.

### 3. ILLITERACY PROGRAM

It could perform an outstanding service by assuming responsibility, cooperatively with local government authorities, for eradication of illiteracy among older youth and young adults in the community. Ultimately this illiteracy program could free the Armed Forces of a burden they should not be expected to carry. It would place responsibility for adequate educational preparation of all the Nation's youth squarely upon the local communities. The community college would provide a means for the local communities to discharge this responsibility effectively regardless of the age of the individuals needing instruction and training. Here the community college could make an important and a direct contribution to the Nation's effective manpower.



#### 4. INDUSTRIAL TRAINING FOR DEFENSE WORKERS

Community colleges with suitable technical equipment could co-operate with State boards for vocational education by giving short-term training programs as required by industries engaged in speeding up defense production. They could participate, also, in federally sponsored programs of the ESMWT type. Foremanship and supervisory training could be handled without special equipment or facilities. The community colleges should be able to operate on a year around, twenty-four hour per day basis to meet both general and specific preparedness training needs of the local community.

#### 5. PRE-INDUCTION TRAINING

The time required for basic training could possibly be shortened by instituting, in cooperation with the Armed Forces, orientation, testing, and essential skills programs for young men and young women about to enter the military service. In cooperation with the four-year colleges and universities it would be possible to give special attention to mathematics, science and technical subjects as well as to general education so desperately needed by all Americans in modern ideological struggles. It could also make it possible for high school seniors in pre-induction status to begin certain of their college studies while still in the process of completing the twelfth grade.

#### 7. SURVEY OF COMMUNITY RESOURCES

It could act as a clearinghouse for handling details incident to conducting special community studies as requested by local, state and national authorities. The students and staff could provide extensive services of this type. Exploration by community college leaders of these suggested areas of service will disclose many other possibilities. Activities in the national interest appropriate to one community are likely to be quite different from those appropriate to another community. In few instances will a single community college be able to function effectively in all of the suggested areas of service. In some it will be able to offer major facilities and leadership. In others it will participate in the program sponsored by some other institution or agency. In all areas community college leaders will seek opportunities to cooperate actively with local groups.

As a first step the community college administration might organize an "Advisory Committee on Preparedness." This should be a strong, working committee of staff members and community leaders. The committee's first job would be a careful inventory study of all facilities, equipment and personnel available to the community college. (A preliminary check-up on resources has already been suggested by the U. S. Office of Education.) The next job should be

the determination of what could best be done in the national interest with the resources at hand. This would involve consideration of reorganization and conversion necessitated by any planned redirection of effort.

In order that the community colleges of America can make a genuinely effective contribution to the national preparedness, their proposals must be coordinated and called to the attention of the appropriate Federal authorities. To this end each community college should be ready at all times to submit to the Executive Board of the American Association of Junior Colleges a statement summarizing the inventory of its resources and outlining in detail its plans and suggestions. These suggestions

will help to determine a program of services which the junior and community colleges of America are in a position to offer Federal agencies concerned with national preparedness. Since the National Security Resources Board has indicated it will look to the U. S. Office of Education for all preparedness planning in the field of education, the American Association of Junior Colleges undoubtedly will wish to maintain its longstanding policy of continuous liaison with the Office of Education. If the possible contributions of the community colleges to national preparedness are to become effective in a significant manner, full cooperation in the development of a sound program of services is essential.

## *From The Executive Secretary's Desk*

JESSE P. BOGUE

LONG-TERM national and international planning is probably more apparent today than it has ever been in the history of the world. This planning has been made necessary by the emergence of movements designed for fuller cooperation of peoples and nations on the one hand, but on the other for almost complete conflict between peoples and nations. While we witness a drawing together of the democratic peoples in the United Nations, the Atlantic Pact Nations, etc., at the same time we see the domination of the Iron Curtain nations by the U.S.S.R. While we have, therefore, greater unity in one sense we also have a more sharply divided world. The situation might be described as united-division.

The divided world stems from a double-headed program—ideological and military. The strategy and tactics of communism are not confined to the battle of ideas, systems of government and economics. They are backed by military strength, fifth-column espionage, sabotage, and planned confusions. Both lying and spying are integral parts of the calculated plans of the communists. Communism is an international movement designed not merely to outdo and surpass democratic nations but also to overthrow and destroy them by internal threats and strife

if possible, by military conquest if necessary. The nations behind the Iron Curtain are not content to remain behind it except as its boundaries are extended farther and farther to include more nations. It is a dynamic, missionary type of movement, fired with a totalitarian zeal to which its devotees submit with complete allegiance.

Western democracy, therefore, built as it is on Hebrew-Christian-Greek intellectual traditions and on the system of common law of the English speaking peoples from Magna Carta to the Bill of Rights is face to face with a gigantic international opposition. Any attempt to minimize the dangers inherent in this threat is to put our heads in the sand now and our necks in a noose later on. The cold war, now hot in some spots, calls for cold calculation, clear-headed judgments, objective analysis and evaluations of what the opposition really is, how it works and what its aims are. If there was ever a time when emotion should be suppressed and fears allayed, it is now.

In the fall of 1945 Representative Everett M. Dirksen addressed a meeting of farmers and farm leaders in Chicago. On his way back to Washington, he became convinced that "a short, simple treatise on how communism op-

erates which dealt fairly and impartially with the subject and which did not employ a heavily slanted or biased approach" should be made available to the masses of the people. He states that off-hand he could think of no such treatise. As a result, under the leadership of Ernest F. Griffith, Director, Legislative Reference Service, Library of Congress, an attempt was made to produce this kind of treatise with full documentations. It is probably the best of its kind that has been written so far with the objective identified by Mr. Dirksen. It is entitled *Communism in Action*, available at the Government Printing Office at 25 cents per copy.

Chapter XII of *Communism in Action* deals with education in the U.S.S.R. It is significant that approximately 8 per cent of the national income has been earmarked for a national system of integrated education from the primary grades through the universities. While it is difficult to run close comparisons in all respects between expenditures in the U.S.S.R. and the United States, it is significant that the percentage of the national income in the United States devoted to public education for 1949-50 was an average of 2.39. Those who may be interested in a study of this problem should read *Public School, Finance Programs of the Forty-Eight States*, Federal Security Agency, U.S. Office of Education, Circular 274, published 1950, price 50 cents.

The point which every American citizen should make in respect to the contrasts and comparisons drawn in the above paragraph is the extent to which we shall support education in the United States. This question should be aimed at public support for public schools and private giving for privately controlled education. In America, in contrast to Soviet Russia, we have the right to support a dual system of education, freedom to present all points of view and to stimulate individual judgments and thinking. In the battle between Western democracy and Soviet communism, the basis for our success lies in the extent and kinds of education which shall be provided for our children and adult citizens. If a satisfactory educational program is to be provided, and our survival demands it, the American citizen must be ready to pay a much larger percentage of his income for this purpose than he is paying at the present time.

From the standpoint of military efficiency and utilization of manpower, it is necessary to extend and strengthen our total educational system. Not only does military and industrial success depend on a far more adequate educational program, but the very implications of democracy itself are incompatible with a plan which by-passes the general welfare of the people. It is the conviction of this writer that if these issues could be brought to the sustained attention of our citizens, the results for bet-

ter education would be forthcoming by reason of the will of the people to give more freely to the support of education. In the hearings before Congress during the past four years on an educational bill for the national support of education, one of the objections has been that the United States could not afford to spend \$300,000,000 for this purpose. In the light of the additional 17 billions for national defense voted in this session of congress the answer is piffle.

To pinpoint this issue, reference may be made to "Ominous Failure", the leading editorial in *Armed Force* for September 16, 1950, which deals with the alarming percentage of rejections of young men for selective service. In a considerable number of districts this percentage has reached almost two-thirds of those examined and tested. "There is something wrong," states the editorial, "either with the nation or the generation—perhaps both—when as high as 60 per cent of those summoned for service turn out to be mentally or physically incapable of enrollment in the armed forces. This homegrown, internal menace is far more foreboding, basically, than any threat of communism from without."

Dr. Kenneth MacKay, president, Union Junior College, Cranston, New Jersey, who spent the past summer in England and Scotland sent a report on his observations in those countries. He has said, "The preoccupations of aus-

terity and rearmament must take precedence over education in Great Britain." If there was ever a desert of sand for foolish heads in Britain and the United States, this tragic comment is it. It is tragic in that it is a true observation of Britain's situation. Its results could be disastrous even in a military sense. While our own national percapita incomes have been rapidly rising, the percentage of those incomes spent for education have gradually declined. 1937-38 showed a percentage payment of 3.24; 1947-48 was 2.45; 1949-50 showed another drop to 2.39. Russia is following no such plan but is constantly increasing her support for education for all citizens. However faulty Russian education may be, it is one nation which realizes that education does not take a vacation when national preparedness is at stake. Will the Western democracies and the United States in particular learn this lesson too late? Education must enlist citizen support to forestall this threat to our freedom.

Some attention to the basic issues is being given in current publications, but it is not nearly enough. Mr. Erwin D. Canham, Editor, *Christian Science Monitor*, wrote a significant article in the July 15th Magazine Section entitled "The Authentic Revolution." The September 9th, *Saturday Review of Literature* is devoted to the theme of Education and Defense of America. The leading article is by Dr. Ernest O. Melby, dean of the



School of Education, New York University. It is followed by "New Colleges for a New America," a summary by Dr. Dwayne Orton. In *Harper's Magazine*, September, 1950, Mr. Justice Robert O. Jackson identifies in his article, "The Communists in America" the five basic areas of conflict between communists' tactics and those of American free institutions. He also points out the dangers to our own liberties arising from our conflicts with communism. Mr. Justice Jackson whose article is based on his dissent of some sections of the Taft-Hartley Act, says "we cannot ignore the fact that our own government originated in revolution and is legitimate only if overthrow by force may sometimes be justified. That circumstances sometimes justify it is not Communist doctrine but an old American belief." Mr. Justice Jackson's concern is that legislation aimed at thought control is a direct threat to

the basic liberties of free peoples; that it violates what Justice Holmes declared: "If there is any principle of the Constitution that more imperatively calls for attachment than any other it is the principle of free thought—not free thought for those who agree with us but freedom for the thought that we hate."

The greatest problem facing America today is how to combat communism and similar doctrines and at the same time preserve our liberties. That some kinds of legislation may be necessary is admitted; that other kinds are dangerous is apparent to any one well acquainted with the basic principles of our government. It seems to this writer that final solutions rest in the most thorough educational program possible for all the citizens of this country—democratic in content, in aims and methods—a constant demonstration of the workability of our way of life.

# The Junior College World

JESSE P. BOGUE

THIS section of the *Journal* will be devoted to reports on the programs in junior college education conducted during the summer. On the whole, attendance this year appears to have been as good as it was during the summer of 1949, and in some universities a considerable number of supporting courses in higher education were offered.

*California, University of.* In connection with the first summer session, June 19 to July 28, the University of California, Berkeley campus, offered one class on the junior college. The majority of the students enrolled were junior college teachers from nearby institutions. Emphasis was placed on the actual educational programs of the junior colleges, and extensive examinations were made of the catalogues. Each student selected special topics according to his major teaching or administrative interests and presented critical reviews of his readings. Attention was given to the subject of general education with term reports on special topics geared to this present dominant interest in California. Dr. Herman A. Spindt, Director of Admissions, conducted the class. A special consultant, Dr. H. M. McPherson, District Superintendent of the Napa High School and Junior College made an analy-

sis of the problems and services of the junior colleges.

*California, University of, Los Angeles.* The 14 months study of general education in the junior colleges of California was launched this summer at the Los Angeles campus. The program will continue during the present school year and throughout next summer under the general direction of Dr. B. Lamar Johnson of Stephens College. The first number of the *General Education Newsletter* published by the study group lists 50 participants with approximately one-fourth from northern and central California, Contra Costa Junior College, the newest in California, being represented by four participants.

*Problems and Proposals*, a preliminary report on the summer workshop, has just been issued (September, 1950). It covers The Study and the Workshop, The Need for and Characteristics of General Education. Appendix A, the Meaning of General Education; appendix B, Types of Intelligence; appendix C, Notes on the General Education Conference, and the extensive bibliographies constitute excellent supplementary reading.

Special assistants to Dr. Johnson were: Dr. Eason Monroe, Chairman, Communications Division, San Francisco State College; Dr.

Marjorie Carpenter, Chairman, Humanities Department, Stephens College; Dr. James Thornton, Vice President, Orange Coast Junior College; Dr. A. L. Vaughan, Assistant Dean, General College, University of Minnesota; Dr. Grace V. Bird, Associate Director, Relations with Schools, University of California; and as consultants, Dr. Harold E. Briggs, Professor of English, University of Southern California; Dr. Paul Dressel, Director, Cooperative Study of Evaluation in General Education; Dr. Lenox Grey, Professor, Teachers College, Columbia; Dr. Malcolm S. MacLean, Professor of Higher Education, University of California; Mr. Donald H. McIntosh, Principal and District Superintendent, Colton Union High School, California; President Charles S. Morris, San Mateo Junior College; Dr. Horace Morse, Dean, General College, University of Minnesota; Dr. H. P. Rhodes, Assistant Director, Relations with Schools, University of California at Los Angeles.

Copies of the preliminary report may be secured from U.C.L.A. Students' Store, 402 Westwood Boulevard, Los Angeles 24, price \$1.25 including tax and postage. In quantities of 25 or more the price is \$1.00 per copy. All junior colleges interested to channel the findings of the California studies into their own programs will find the preliminary report of value.

*Denver, University of.* The junior college workshop at the University of Denver was conducted from

the 5th of July through the 21st. Thirty participants were enrolled from 14 states: Mississippi, Colorado, Kansas, Oregon, Iowa, Alabama, Missouri, Minnesota, Texas, Virginia, Idaho, Connecticut and Nebraska. Working groups were formed around three main fields: curricula, student personnel, and administration. The findings of the groups have been duplicated in a 46 page report with a bibliography used by each of the groups.

The staff for the workshop this year consisted of Dr. Lloyd A. Garrison, Dean, Graduate College, University of Denver; Dr. Lawrence L. Bethel, Director, New Haven YMCA Junior College, Director of the Workshop; Dr. Eugene B. Chaffee, President, Boise Junior College and President of the American Association of Junior Colleges; Mr. Marvin C. Knudson, President, Pueblo Junior College. Reports indicate that the workshop this past summer was the most successful ever held on the campus of the University of Denver. The workshop for 1951 will be held from July 2 to 21.

*Harvard University.* Junior college education was offered again at Harvard as a seminar during the six weeks summer session from July 5 to August 12. Twenty-three graduate students were enrolled from California, Nebraska, Virginia, Maryland, Connecticut, Massachusetts, Vermont, Maine, Indiana and New York. The seminar met for one hour each day in a general session, followed by group

and individual meetings during each day for consideration of fields of special interest. Field trips were made to nearby junior colleges and technical institutes. Dr. Jesse P. Bogue directed the seminar. Consultants were Dr. Lawrence L. Jarvie, Executive Dean, State University of New York; Dr. Lawrence L. Bethel, Director, New Haven YMCA Junior College, New Haven, Connecticut; and lectures were given by Dr. Fletcher Watson, Professor, Harvard University, on the general education programs of Harvard; Dr. Frank Patterson, Head, Division of Communications and Humanities, General College, Boston University, on the integrated program of general education of the General College. The Graduate School of Education has under consideration the type of program which should be offered for junior college teachers and staff members, but before definite plans are announced, it is proposed to make a thorough study of what the program should contain.

*Illinois, University of.* Dr. John W. Harbeson, Pasadena, California, taught three courses at the University of Illinois in the eight weeks summer session. The program was organized around problems of supervision and curriculum making. The span covered the fields of education from the 7th through the 14th years, namely, junior high school, high school and junior college. Fifty students were enrolled for the three courses

in supervision, curriculum and the junior college. Dr. Harbeson, who is co-author with Dr. John A. Sexson on *The New American College*, retired this year from the principalship of Pasadena City College after a long and distinguished service. He is a past-president of the American Association of Junior Colleges.

*Iowa State University.* Thirty-five junior college teachers and staff members attended a two weeks session, July 19 to 30, at the State University of Iowa. This workshop was sponsored by the State Department of Education, the State University and the Iowa Association of Junior Colleges. It was unique among the workshops in the United States in that students were centered around two areas: needs and plans for the establishment of a state-wide system of post-high school education; and the improvement of quality instruction in junior colleges. A Brief of the Administration Section has been duplicated and is the report of the special research committee working on post-high school plans for the state.

Consultants for the workshop were: Mr. J. P. Street, Supervisor of Public Junior Colleges, State of Iowa; Dr. William A. Black, Department of Education and Psychology, Kansas State Teachers College, Pittsburg, Kansas; Dr. C. C. Colvert, Professor and Consultant, Junior College Education, University of Texas, and Director of Research, American Association

of Junior Colleges; Dr. Harvey Davis, Provost, State University of Iowa; Dr. Hugh Roberts, Associate Professor of Education, State University of Iowa. A special committee of thirteen Iowa educators representative of nearly all phases of education has been working for more than a year on the survey for the state. It was reported recently that Dr. George Strayer has been selected to make studies relative to the programs of higher education for the three state institutions—the University, the State College and the State Teachers College.

*Maryland, University of.* Accent in the six weeks course in junior college education at the University of Maryland was on the broad aspects of the community college: its place in American higher education, organization and administration, educational program, community services, student personnel, curriculum and staff, public relations, the plant and final evaluations of the movement. The course, having an enrollment of seventeen, was taught by Dr. James W. Mileham, Dean, Hagerstown Junior College, Hagerstown, Maryland, who has said, "I find the need for more information on the junior college in courses in secondary education and education administration in general. Most educational workers in this part of the country know almost nothing about the junior college. I found the course very stimulating to me. The enthusiasm of the students was contagious."

The Maryland Association of Junior Colleges has discussed the need for a short workshop in the state in addition to the regular course at the University. A special consultant was Dr. William R. Wood, Junior College Specialist, U.S. Office of Education.

*Minnesota, University of.* The junior college course at the University of Minnesota was offered under Educational Administration with 18 students enrolled. The majority of the students were experienced teachers, counselors and administrators in junior colleges or at the junior college level of education. Class discussions were focused on current problems and practices with emphasis on research findings from Minnesota studies and their implications for the further development of junior colleges. Dr. Robert J. Keller, Director, Bureau of Institutional Research, University of Minnesota, taught the course.

Closely related to the junior college program were seven courses in special problems in secondary education, work-shop in higher education, higher education in the United States, effective college teaching, college student personnel problems, research problems in student personnel work, and psychology of learning. While some of these courses were not strictly for junior college people, the spread of offerings greatly assisted students in selecting related fields of study.

*Mississippi, University of.* Two



courses were given at the University of Mississippi during the past summer: Junior College Education with special emphasis on a general survey of the movement and on administrative problems, and the Junior College Curriculum which stressed background, aims and special problems in this particular field. Twenty students were enrolled in each of the courses which were under the direction of Dr. Ben W. Jones and Dr. A. B. Martin. The University of Mississippi is a newcomer in junior college education and is the only institution in the state offering such work. During the regular college year Dr. Jones and Dr. Martin will be available to the junior colleges of the state as consultants.

*North Carolina, University of.* The second junior college workshop, conducted at Chapel Hill during the week of July 17 to 22, was composed of sixty-five junior college staff members and teachers from the Southeastern states. About a dozen small workshop groups were formed in accordance with the expressed interests of those who attended. The discussion method was used almost exclusively although some special general sessions were held. The groups worked about eight hours each day. Consultants were Dean Guy Phillips, College of Education, University of North Carolina; Dr. William Plemmons, College of Education, University of North Carolina; Dr. Curtis S. Bishop, President Averett College, Danville,

Virginia; Dr. Jesse P. Bogue, Executive Secretary, American Association of Junior Colleges; Dr. Chester Katenkamp, President, Baltimore Junior College; Dr. William R. Wood, Junior College Specialist, U. S. Office of Education; Dean R. M. Lee, Mars Hill College, Mars Hill, North Carolina, and President Eric Hardy of the Augusta Junior College, Augusta, Georgia.

A full six weeks session has been planned for the University of North Carolina for 1951, and plans are also underway for a program in the College of Education for the training of junior college personnel.

*Tennessee, University of.* An interesting six weeks course in the form of a workshop was offered at the University of Tennessee in Teaching Home Economics in Colleges. Eleven students were enrolled under the general direction of Dr. Druzilla Kent. Special emphasis was placed on terminal programs and lower division work in senior colleges and junior colleges, and attention was given to curriculum studies to meet the varying needs of local communities. A follow-up report is to be made by the students on how effective their plans have been in the actual work in their institutions.

*Texas, University of.* For nine consecutive years the University of Texas has offered to junior colleges a double-headed program. The first has been a three-day conference conducted as a workshop.

This year, as formerly, it was held immediately preceding the opening of the summer session of the University. One hundred and fifty administrators, staff members and teachers were in attendance. Dr. James W. Reynolds and Dr. C. C. Colvert of the University were assisted by special consultants Eugene B. Chaffee, president, Boise Junior College, Boise, Idaho, and president of the American Association of Junior Colleges; Harlie L. Smith, former president, William Woods College, Fulton, Missouri; William R. Wood, Junior College Specialist, U. S. Office of Education, Washington, D.C. The university staff members included:

John A. White, H. R. Henze, J. C. McGuire, R. H. Wilson, Royal B. Embree, Jr., David K. Brace, C. J. Alderson, Bess Heflin, R. R. Douglass, H. J. Ettlinger, G. G. Lagrone, Archie N. Jones, J. J. Miller, A. L. Chapman, Max Fichtenbaum, W. E. Gettys, and T. A. Rousse.

Twelve students were enrolled in the regular six weeks seminar in junior college education conducted by Dr. Reynolds. Emphasis was placed on the philosophy and functions of junior colleges and instructors in these institutions. Guidance was stressed as one phase of sound instruction in the classroom.

## Notes on the Authors

MARION GAITHER KENNEDY

THEODORE H. WILSON, president of the University of Baltimore and convention secretary of the American Association of Junior Colleges, points out, in his article *Student Medical Reimbursement Insurance*, how a junior college can provide a valuable service to its students by offering them a voluntary plan for group insurance.

In his article, *What Traits Should Junior College Teachers Possess?* M. R. TRABUE presents a summary of the results of a survey he made among junior college presidents to determine the traits they consider most valuable in junior college teachers. Dr. Trabue is dean of the school of education at Pennsylvania State College and chairman of the committee on Preparation of College Teachers of the American Association of Colleges for Teacher Education.

M. A. HILLMER, whose article, *Present Status of Administrative Organization of Student Personnel Programs in Public Junior Colleges* appears in this issue, has made a study to determine how many junior colleges have an organized program of student personnel services and which areas have the great-

est interest in this type of program. Mr. Hillmer is Counselor and Coordinator of the Marlin (Texas) Public Schools.

*Significant Characteristics of Successful Administration Frequently Overlooked* is a condensation of a speech given by C. C. COLVERT at a meeting of the North Central Council of Junior Colleges in Oklahoma City on October 20, 1950.

Dr. Colvert is Director of Research for the American Association of Junior Colleges and Professor and Consultant in Junior College Education at the University of Texas.

In *National Preparedness and the Community College* WILLIAM RANSOM WOOD, Specialist for Junior Colleges and Lower Divisions in the Division of Higher Education of the U. S. Office of Education, suggests some ways in which the junior college could work with the Office of Education in setting up a community defense program.

O. A. BARTLEY, president of Wesley Junior College and vice chairman of the Board of Ministerial Training, has written an excellent review of *Religion's Place in General Education*, a compilation of four lectures by Nevin C. Harner.

## Recent Writings

### JUDGING THE NEW BOOKS

NEVIN C. HARNER, *Religion's Place in General Education*. Virginia: John Knox Press, 1949. Pp. 167, \$2.50.

This book is composed of four lectures delivered by Dr. Harner before the faculties, students, alumni and friends of two theological seminaries, and put in book form at the request of many who heard the lectures. It makes for a more lucid and direct statement of what could have been a rather deadly rehash of the pros and cons of an argument which has been going on for a good many years.

It would be hard to find a better statement of the general purposes of the book than the one taken from the publishers' announcement: "In this brief but intensely provocative discussion of religion and education, Dr. Harner draws out the essential factors and truth about religion's place in public education, reviews past procedures to make clearer the present trends, evaluates those trends, and urges constructive planning for the future."

In the first lecture Dr. Harner develops the thesis that religion and education can not be separated; they are, in their essence, one and the same thing. He quotes from L. P. Jacks as follows: "If you want a man to think deeply and earnestly and with the fear of God upon him, set him thinking about

education. He will soon find out, for example, that religion and education are not two things, but one thing; two only on the surface, but one in the ultimate foundations and the final aim."

To support this statement Dr. Harner, while admitting the impossibility of gaining any sort of fully satisfying definition of religion, seeks, nevertheless, to define both religion and education.

"Religion," he says, "is a profound belief that the plan and purpose of God are made known to man, and an earnest effort to conform thereto." This plan and purpose is made known through historical revelation, and the earnest effort to conform thereto is within the spiritual nature of the individual.

Strange as it may seem this is also a definition of education at its best. In the structure of things as they are, in the principles of human growth, in the laws of learning, man seeks diligently the plan and purpose of his world, and places his findings in textbooks from which, through the medium of a more mature spirit, (the teacher), the more immature spirit (the student) may learn to conform. Thus, "properly understood religion and education are not two things, but one."

This kinship of religion and education can not hold when religion tends to become other-worldly and

remote from the affairs of men. A religion in which the transcendence of God is resolutely believed in at the expense of His immanence, has not the slightest relationship to education. On the other hand education may so immerse itself in mundane affairs that it loses all contact with the "eternal source of man's being, growth and destiny," and thus loses any kinship with religion and at the same time, limits its content, for "there are no redeeming overtones of the divine."

Having set forth his conviction that there is a close kinship of religion and education, Dr. Harner comes to the critical question, "How did it come to pass that religion and public education have so largely gone their separate ways in the United States?" The separation of religion and education has been practically unknown in the other nations of the world. Then why is it so here? He answers in this fashion:

1. The example of the secular state set by the French Revolution.

2. The development of many sects in Protestantism which made it almost impossible to find any religious program to satisfy all. "It was our own extreme individualism, our own insistence upon interpreting and worshipping God in our own private ways that tipped the scales in favor of a de-religionized system of education."

3. Admitting that the above conditions contributed somewhat to the present situation, Dr. Harner believes, however, there is a more fundamental cause:

When the educational system of this nation developed there were two prevalent philosophies bidding for supremacy. In the churches, God was

high and lifted up, transcendent in nature, and far removed from the common affairs of men. Concomitant with this philosophy, living, as it were, next door, was a developing secularism, founded on the new emphasis upon science and its discoveries, which exalted man, and had little place for God. As the author suggests: "Charles Darwin and Horace Mann were contemporaries."

Thus with the churches worshipping at the shrine of a transcendent God, and secularism believing in an all-sufficient Man, the two walked separate ways and education could do no more than reflect that separation. The result has been disastrous both to religion and education. Especially has religion paid a heavy price for its divisiveness, and in a nation which prides itself on its religious heritage.

Dr. Harner now turns to the remedies which have been suggested and sets forth his evaluation of them.

1. Classes in religion held within the public school building itself and conducted by teachers employed by the religious interests of the community. North Carolina has tried such a plan. Under recent Supreme Court decisions the legality of such a plan is doubtful, and it is also doubtful that it could be used in any except very homogeneous communities.

2. Let the schools revamp their curricula and goals so that character education will be their chief aim. Can any character education be sufficient that makes no place for the ethical impetus which comes from a Consciousness of God?

3. The released time method by which students are excused for instruction in their own places of worship. Dr. Harner believes this to be a great step forward, but also that it tends to divide, rather than unite, communities.

4. The parochial school is not the answer to the problem. There is no question that the parochial school destroys the unhappy separation of religion and education, but the dangers in such a system are so great that the



price we would pay for reuniting religion and education might be greater than we wish to pay. For example, first, such a system is a threat to our national unity—second, it would pose a threat to our religious liberty; third, it is not practical. In small communities, which denominational school would be established? What would happen to minority groups financially unable to develop their own schools? Dr. Harner concludes: "The parochial school does not represent the best way out of our difficulty." Although Dr. Harner feels that the parochial school is not the solution to the problem, he defends the denominational college on the following grounds:

1. The student is more mature and thus not so easily moved in his religious loyalties.

2. The college, especially the residence college, during this period in the student's life, tends to be an all encompassing environment and if religion has no place in it, he would be totally deprived of all religious influence.

3. Denominational colleges produce most of the leaders of the denominations.

Those of us who work in the Junior College field wish that Dr. Harner might have mentioned the Junior College, especially as it is represented by the Community College, tax supported and tuition free.

5. In the end there is no answer to the problem except to make religion an integral part of every course which may be within the area of study. In other words, whether it be history, science, or any other study, wherever religion touches it, it shall have its rightful place and without apology. For example, in the study of history, "at every point the religious thread in history is to be traced as clearly and as fully as the economic, or the political, or any other. This, in fact, is the only way to teach history."

This can be put into effect without any legal changes. Educational authorities must be shown its possibilities and our teacher training programs must prepare teachers "to include re-

ligion within all their teaching in a manner calculated to be at once vital and inoffensive."

In the fourth lecture Dr. Harner sets forth his conviction that the individual churches, or denominations, have their distinctive task of educating in the field of their special beliefs. They must take up where the school and the home leave off. Biblical history, doctrine, worship, liturgy, church history, ethical meanings of their faith, and other tenets of faith and practice—these are the special responsibilities of the church. In concluding, he says, "The only satisfying, lasting solution lies—in the reintroduction of religion as an integral part of all education on the one hand; and on the other in a revitalization of the church's own program of religious education."

Whether one is able to agree with Dr. Harner or not, one is compelled to know that in a sincere, lucid, helpful way he has set the problem before us and with it, his solution which all educators and churchmen would do well to consider.

The value of Dr. Harner's book is further enhanced by helpful notes and a bibliography for each chapter, and by the inclusion of **THE RELATION OF RELIGION TO PUBLIC EDUCATION—THE BASIC PRINCIPLES** which is the report of the Committees on Religion and Education appointed by the American Council on Education.

O. A. BARTLEY

## Selected References

H. F. BRIGHT

Koos, Leonard V. "Preparation for Community - College Teaching," *The Journal of Higher Education* XXI (June, 1950), 309-317.

This article is based upon a survey of fifty junior colleges, a report of which has previously been published in the *Junior College Journal*. Dr. Koos makes recommendations concerning preparation of community college teachers based upon an analysis of (a) the reasons for special preparation of community college teachers and (b) existing provisions for such preparation.

The first reason for special preparation of community college teachers is the fact that over half the teachers queried taught two or more subjects. Combinations of subjects taught were numerous and indicate that if present practice in assigning classes is continued it will be desirable for teachers in these colleges to be prepared in two or more subjects or to prepare in broad fields such as physical science or social science.

That more than half the teachers reported teaching in both high school and college work is a second reason for special preparation. This indicates that preparation should not only cover several subject matter fields but also provide for knowledge of the variation of teaching problems from grade 11 to grade 14.

Third, the situation of teachers of special subjects such as agriculture, home economics and industrial art offer two major difficulties requiring special treatment in teacher training programs. One is that few training institutions offer extensive work in these fields. The other is that the teachers need extensive vocational experience in order to be really valuable as instructors without, at the same time, sacrificing preparation in general education.

Fourth, most teachers included in

the survey carried extensive responsibilities for such activities as coaching, guidance, administrative activities, etc. Such activities require special skills and orientation which are seldom provided for in teacher training programs.

When the preparation of the teachers studied is contrasted with the special needs outlined above it is clear that much needs to be done in this area. Generally speaking, most of the teachers had undergone considerable training in education with a median preparation of 29 semester hours. However, less than 10 per cent admitted to any training in the special fields of junior college philosophy, administrative organization and curriculum. Since personnel problems, methods of teaching, and apprentice teaching courses were offered in only a small percentage of the training institutions studied, it is not surprising that few teachers had received any training in these areas. All should be important in the training program according to Koos. He particularly emphasizes the importance of apprentice teaching at the junior college level.

It is pointed out that although about three-fourths of the public junior college teachers held Master's degrees most of them had completed graduate work in excess of the one year residence requirement for this degree and almost a third were working toward the graduate degree. Koos interprets this situation as an indication that junior college personnel consider the Master's degree inadequate preparation. He advocates the development of an intermediate degree between the Master's and the Doctor's with the doctorate as an ultimate goal.

In conclusion Koos points out that care should be taken to avoid limitation of the training of community college teachers to general education alone and that future teaching staffs will be largely recruited from the group which is now entering secondary teaching.

PAUL H. DAVIS, "Public Relations Can Be Profitable," *Association of American Colleges Bulletin*, XXXVI (May, 1950), 235-243.

The Vice President in Charge of Development, Columbia University, presents a discussion of the various aspects of college public relations. He observes that in educational institutions whose staffs devote up to one third of their time to modern public relations techniques, such efforts pay an average of ten to twenty dollars of income for each dollar of cost. This is possible because certain agencies of public relations are free to educational institutions. Davis points out that a good public relations program is difficult to define but that a good starting point is the coverage to let the public see the college as it is—its faults as well as its virtues. He outlines the following analysis as necessary in the genesis of a good program.

*First*, the objective of the program must be defined. If it is to create a favorable climate of opinion, it is necessary to indicate the purpose. If prestige is an object, then upon what sort of service to the community or to individuals should the prestige be based.

*Second*, what is the college selling and how good, how tangible and how definite is the product.

*Third*, what is really outstanding in the offerings, staff and facilities of the institution? What local factors may be emphasized?

*Fourth*, the liabilities must be recognized, and eliminated if possible. When liabilities are clearly recognized and faced, they may often be subject to reduction. To ignore liabilities is to weaken the position of the institution.

*Fifth*, what is the college selling against? Such items must be recognized as competition from other insti-

tutions both educational and otherwise, opposition to change from within, bad relations with ex-students—all such factors must be identified and dealt with.

*Sixth*, the publics to whom the college is selling must be recognized and analyzed. Age, sex, politics, religion, education—all factors of this type change the situation with regard to public relations. If the college does not know what its publics want and need—its students, parents, friends, etc.,—it can hardly hope to develop good public relations procedures. Further, if its community does not know what the goals, plans and shortcomings of the college are, the community can hardly be expected to feel a real interest in the affairs of the college.

*Seventh*. The methods to be used for reaching each public must be genuine, forthright and well-planned. As a first step, the sufficient informing of faculty and non-academic staff as to policy matters and plans is important.

*Eighth*. What is wanted from each public? The author makes the point that the alumni of many universities bring them more money in gifts from other donors than comes from the alumni themselves. In such cases it would be important to be clear as to the function of the alumni in the overall scheme.

*Ninth*. Data must be gathered and records kept on what works and what does not work in public relations. A constant evaluation procedure must be kept up.

*Tenth*. There must be a plan followed by action. Good public relations result from hard and aggressive work.

In reply to questions concerning the money which should be spent for public relations, the author suggests as a start one-half of one per cent of the gross expenditures of the institution for direct raising plus one-third of the time of the president and the deans.

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# *Junior College Directory, 1951*

## *American Association of Junior Colleges Research Office*

The Directory contains information concerning junior colleges in the United States and its territories, Canada and other countries that maintain working relationships with American junior colleges. The list includes both accredited and non-accredited institutions and may include the names of some schools which are doing relatively little junior college work. The Directory omits a number of institutions giving work of junior college level not organized on a junior college basis.

The Directory includes separately organized junior colleges, general colleges or lower divisions of four year colleges and universities located on the home campus only if they are active members of the American Association of Junior Colleges. Whenever an institution has so requested, its name has been dropped from the list. Institutions for which information has not been received for two years have in some cases been listed without data. Some colleges have been listed with data from the last directory where information was not received this year in time to be included. The data for the Directory have been taken directly from

reports received from administrative officers of the colleges.

Because the data were collected in a different manner this year, it turns out that the breakdown on enrollments is not always additive in certain colleges. The long session and summer session enrollments were received separately and, in some cases, the breakdown was not given for the summer enrollment. Therefore, the total enrollment sometimes exceeds the sum of its parts for a given college.

The Directory for this year contains some new information in that summaries are given by states for the various classifications of enrollment. However, the Directory is limited by considerations of space and for complete data on the colleges listed it is advisable to consult *American Junior Colleges, second edition*, published in 1948 by the American Council on Education, edited by Jesse P. Bogue. This publication gives information on all accredited junior colleges in the United States in 1948.

### *Explanations*

*Administrative Head.* Each institution's designation of its administrative head



has been accepted, with official title indicated following the name. It is assumed that this person is the one to whom correspondence should be addressed. It is not implied that in all cases the administrative head designated holds final responsibility for the college.

*Accreditation.* The American Association of Junior Colleges does not act as an accrediting agency. Member institutions are strictly prohibited by constitutional enactment to indicate, imply or publicize that they are accredited by this Association. Types of accreditation or equivalent recognition or approval are indicated by symbols as follows:

D—State Department of Education; Board of Education in the District of Columbia; Junior College Accrediting Commission in Mississippi; Provincial Department of Education in Canada. This symbol indicates full accreditation.

D1—Indicates approval to operate as a junior college.

D2—Indicates that the junior college is recognized.

U—State University, state college or equivalent institutions in states which do not have a state university; or by state college organization or equivalent. This symbol indicates full accreditation.

U1—Indicates provisional accreditation.

U2—Indicates formal approval of the junior college.

U3—Indicates that junior college students are accepted on transfer with the same privileges extended all students applying for advanced standing, but that the university has no formal accrediting procedure.

E—New England Association

M—Middle States Association

N—North Central Association

S—Southern Association

W—Northwest Association

X—Affiliation with the Catholic University of America

Y—Affiliation with the University Senate of the Methodist Church

*Type*—Three main types are distinguished: Coeducational, for men only and for women only indicated by C, M, and W respectively. Negro junior colleges are indicated by "N" following the name of the institution.

*Control*—The primary basis for classification is twofold: institutions publicly controlled and institutions privately controlled. The first group is divided into state, local or municipal, union district, joint union district, county and joint county junior colleges; the second into those under denominational control or affiliation, non-denominational nonprofit institutions and proprietary institutions. The following abbreviations are used:

A.M.E.—African Methodist Episcopal

Assem. God—Assemblies of God

Breth. Chr.—Brethren in Christ

Ch. of Chr.—Church of Christ

Ch. of God—Church of God

Cong.-Chr.—Congregational and Christian

Ev. M.C.—Evangelical Mission Covenant

Ev. Un. Breth.—Evangelical United Brethren

Fr. Meth.—Free Methodist

Gr. Orth.—Greek Orthodox

L.D.S.—Latter Day Saints

N. Church—New Church

Pent. Hol.—Pentecostal Holiness

Pilg. Hol.—Pilgrim Holiness

Ref. Ch.—Reformed Church in America

R.L.D.S.—Reorganized Church of Latter Day Saints

7th Day Adv.—Seventh-Day Adventist

Un. Breth.—United Brethren

Un. Ch. Can.—United Church of Canada

Un. Pent.—United Pentecostal

Wes. Meth.—Wesleyan Methodist

*Year Organized*—Each institution was asked to report the year it was organized as a junior college. In some cases the date of origin of an institution which later developed into a junior college may have been given.

*Enrollment*—Enrollment data are given for the year September 1, 1949 to August 31, 1950 unless otherwise noted. A "special student" is defined as one who is taking less than a full-time program of studies with the intention of graduating. An "adult student" is defined as one who is taking a course or courses with no intention of graduating.

*Faculty*—The number of faculty is given for the same year as the student enrollment in contrast to previous directories.

*Membership*—Membership in the American Association of Junior Colleges is indicated by an "M" or a "P" depending upon whether the membership held is full or provisional. Active membership is open to any college which has received complete accreditation or equivalent recognition of any of the types indicated under "accreditation" above. Provisional membership is open to newly organized institutions and to others which have not yet received such recognition.

## SUMMARY OF PRIVATE JUNIOR COLLEGES BY STATES

STATES	STUDENTS, 1949-50					FACULTY, 1949-50		
	TOTAL	FRESHMAN	SOPHOMORE	SPECIAL	ADULT	FULL-TIME	PART-TIME	FULL-TIME EQUIV-ALENT
ALABAMA	2024	977	503	121	148	85	45	17
ARIZONA								
ARKANSAS	2438	1050	703	97	384	71	26	10
CALIFORNIA	1091	561	437	36	57	114	52	14
COLORADO	1201	744	427	30		62	10	4
CONNECTICUT	8562	2150	1573	1483	3102	225	347	91
DELAWARE	147	88	44	15		19	2	1
DISTRICT OF COLUMBIA	8475	3615	4860			160	136	28
FLORIDA	1693	889	319	438	47	66	12	5
GEORGIA	1500	798	530	119	83	106	20	7
IDAHO								
ILLINOIS	3308	1629	1081	363	143	179	89	36
INDIANA	185	53	85	47		3	6	2
IOWA	1812	1014	654	138	6	128	32	12
KANSAS	1101	462	340	146	153	46	74	39
KENTUCKY	4053	2024	1122	115	431	191	42	13
LOUISIANA								
MAINE	1285	490	311	9	475	72	11	4
MARYLAND	635	332	244	59		41	16	4
MASSACHUSETTS	7462	3136	2335	943	931	376	163	33
MICHIGAN	483	256	116	89	22	14	21	10
MINNESOTA	590	314	234	41	1	47	16	5
MISSISSIPPI	2417	899	492	449	272	78	33	19
MISSOURI	5286	2873	2022	375	16	408	75	27
MONTANA	203	33	34		61	15	7	3
NEBRASKA	121	63	39	19		14	1	
NEW HAMPSHIRE	395	223	170	2		36		
NEW JERSEY	6074	2031	1827	2216		163	127	51
NEW YORK	6397	2682	2201	1119	1711	204	185	59
NORTH CAROLINA	5260	2048	1698	363	189	342	78	35
NORTH DAKOTA								
OHIO	5506	2639	1050	546	1126	55	144	53
OKLAHOMA	537	256	210	3	68	46	11	3
OREGON	1770	217	164	175	1214	42	32	9
PENNSYLVANIA	3450	1563	1106	370	152	150	215	71
RHODE ISLAND	604	207	193	92	112	26	44	12
SOUTH CAROLINA	1534	637	305	342	248	100	29	14
SOUTH DAKOTA	347	179	96	68	4	39	16	5
TENNESSEE	3554	1643	1121	215	599	136	70	39
TEXAS	6572	1973	896	295	2729	277	09	25
UTAH								
VERMONT	559	331	210	15	3	37	13	5
VIRGINIA	2905	1192	756	328	262	261	48	22
WASHINGTON	15	15				1	4	2
WEST VIRGINIA	1927	1135	522	228	42	40	17	7
WISCONSIN	396	220	166	10		25	22	7
WYOMING								
ALASKA	16	12	4				6	4
BRAZIL	24	12	11	1		6	4	
CANADA	1625	374	274	538	302	81	34	
CANAL ZONE								
CUBA	585	83	56	86	240	21	11	5
GREECE	71	37	32	2		67	10	5
LEBANON								
PUERTO RICO	300	285	15			13	8	3
TOTAL	106495	45244	31588	12146	15303	4696	2453	820

## SUMMARY OF PUBLIC JUNIOR COLLEGES BY STATES

STATES	STUDENTS, 1949-50					FACULTY, 1949-50		
	TOTAL	FRESHMAN	SOPHOMORE	SPECIAL	ADULT	FULL-TIME	PART-TIME	FULL-TIME EQUIVALENT
ALABAMA	695	185	90	420		14		
ARIZONA	2410	994	401	49	966	85	6	2
ARKANSAS	1639	604	382	122	431	57	46	18
CALIFORNIA	245617	60083	29652	15235	127251	3317	2389	681
COLORADO	6404	1485	818	479	3527	253	60	20
CONNECTICUT								
DELAWARE								
DISTRICT OF COLUMBIA								
FLORIDA	1552	815	454	155	128	61	16	4
GEORGIA	10972	2175	1388	43	7366	126	30	14
IDAHO	2030	1005	396	144	346	82	25	8
ILLINOIS	25635	11455	5630	1645	6905	304	359	131
INDIANA	287	132	99	56		13	4	2
IOWA	4700	1238	624	379	2384	60	209	77
KANSAS	4618	2483	1252	333	432	155	179	96
KENTUCKY	492	307	124	49	12	21	16	5
LOUISIANA	1127	520	495	23	89	82	5	2
MAINE								
MARYLAND	1810	616	580	290	301	90	65	21
MASSACHUSETTS	261	170	57	30	4		66	18
MICHIGAN	10803	4351	2443	413	3329	275	97	36
MINNESOTA	4567	919	564	79	3005	127	77	28
MISSISSIPPI	9253	3796	2082	1453	1772	401	98	29
MISSOURI	6164	2880	1830	234	1220	255	74	22
MONTANA	480	275	173	25	7	27	17	5
NEBRASKA	3229	839	503	298	1359	106	55	13
NEW HAMPSHIRE								
NEW JERSEY	1924	527	266	1001	130	69	30	9
NEW YORK	14584	5893	4441	1405	2924	763	97	38
NORTH CAROLINA	2097	517	223	118	1239	35	48	15
NORTH DAKOTA	1540	831	431	54	213	82	33	10
OHIO	125	60	33	22	10			
OKLAHOMA	5486	2570	1134	162	1620	191	100	30
OREGON	2138	993	916	229		35	20	5
PENNSYLVANIA	4592	1878	630	184	1908	187	98	13
RHODE ISLAND								
SOUTH CAROLINA								
SOUTH DAKOTA								
TENNESSEE	580	291	193			29	2	1
TEXAS	47359	18301	9033	4181	15010	1205	657	217
UTAH	4847	1476	695	85	2798	113	85	42
VERMONT								
VIRGINIA	2310	318	260	396	1336	89	47	6
WASHINGTON	14166	2934	1195	1479	8558	216	214	105
WEST VIRGINIA	548	319	191	33	5	36		
WISCONSIN	5890	3136	1289	440	595	171	157	84
WYOMING	1658	318	190	112	1047	39	47	10
ALASKA								
BRAZIL								
CANADA	718	45	53			43	24	7
CANAL ZONE	1284	183	73	30	883	11	25	5
CUBA								
GREECE								
LEBANON								
PUERTO RICO								
TOTAL	456291	137873	71283	31885	199104	9225	5577	1804

## SUMMARY BY STATES

STATES	STUDENTS, 1949-50					FACULTY, 1949-50		
	TOTAL	FRESHMAN	SOPHOMORE	SPECIAL	ADULT	FULL-TIME	PART-TIME	FULL-TIME EQUIVALENT
ALABAMA	2719	1162	593	541	148	99	45	17
ARIZONA	2410	994	401	49	966	85	6	2
ARKANSAS	4077	1654	1085	219	815	128	72	28
CALIFORNIA	246708	60644	30089	15271	127308	3431	2441	695
COLORADO	7605	2229	1245	509	3527	315	70	24
CONNECTICUT	8562	2150	1573	1483	3102	225	347	91
DELAWARE	147	88	44	15		19	2	1
DISTRICT OF COLUMBIA	8475	3615	4860			160	136	28
FLORIDA	3245	1704	773	593	175	127	28	9
GEORGIA	12472	2973	1918	162	7419	232	50	21
IDAHO	2030	1005	396	144	346	82	25	8
ILLINOIS	28943	13084	6711	2008	7048	483	448	167
INDIANA	472	105	184	103		16	10	4
IOWA	6512	2252	1278	517	2390	189	241	89
KANSAS	5719	2945	1592	479	585	201	253	135
KENTUCKY	4545	2331	1246	164	443	212	58	18
LOUISIANA	1127	520	495	23	89	82	5	2
MAINE	1285	490	311	9	475	72	11	4
MARYLAND	2445	948	824	349	301	131	81	25
MASSACHUSETTS	7723	3306	2392	973	935	376	229	51
MICHIGAN	11286	4607	2550	502	3351	289	118	46
MINNESOTA	5157	1233	798	120	3006	174	93	30
MISSISSIPPI	11670	4695	2574	1902	2044	479	131	48
MISSOURI	11450	5753	3852	609	1236	663	149	49
MONTANA	683	308	207	25	68	42	24	8
NEBRASKA	3350	902	542	317	1359	120	56	13
NEW HAMPSHIRE	395	223	170	2		36		
NEW JERSEY	7998	2558	2093	3217	130	232	157	60
NEW YORK	20981	8575	6642	2524	4635	967	282	97
NORTH CAROLINA	7357	3365	1921	481	1428	377	126	50
NORTH DAKOTA	1540	831	431	54	213	82	33	10
OHIO	5631	2699	1083	568	1136	55	144	53
OKLAHOMA	6023	2826	1344	165	1688	237	111	33
OREGON	3908	1210	1080	404	1214	77	52	14
PENNSYLVANIA	8042	3433	1736	554	2060	337	313	84
RHODE ISLAND	604	207	193	92	112	26	44	12
SOUTH CAROLINA	1534	637	305	342	248	108	29	14
SOUTH DAKOTA	347	179	96	68	4	39	16	5
TENNESSEE	4134	1934	1314	215	599	165	72	40
TEXAS	53931	20274	9929	4476	17739	1482	746	242
UTAH	4847	1476	695	85	2792	113	85	48
VERMONT	559	331	210	15	3	37	13	5
VIRGINIA	5215	1510	1016	724	1598	350	95	28
WASHINGTON	14181	2949	1195	1479	8558	217	216	107
WEST VIRGINIA	2475	1454	713	261	47	76	17	7
WISCONSIN	5986	3356	1455	450	595	196	179	63
WYOMING	1658	312	190	112	1047	39	47	10
ALASKA	16	12	4				6	4
BRAZIL	24	12	11	1		6	4	
CANADA	2343	419	327	538	302	124	58	7
CANAL ZONE	1284	153	73	30	883	11	25	5
CUBA	585	83	56	86	240	21	11	5
GREECE	71	37	32	2		67	10	5
LEBANON								
PUERTO RICO	300	285	15			13	8	3
TOTAL	562786	183117	102071	44031	214407	13921	1030	2624



## SUMMARY BY STATES

STATES	JUNIOR COLLEGES			MEMBERSHIP IN A.A.J.C.		
	TOTAL	PUBLIC	PRIVATE	NUMBER COLLEGES	ACTIVE	PROVISIONAL
ALABAMA	9	1	8	9	5	2
ARIZONA	2	2		2	2	
ARKANSAS	7	3	4	7	5	1
CALIFORNIA	78	58	10	78	46	1
COLORADO	8	6	2	8	8	
CONNECTICUT	10		10	10	6	2
DELAWARE	1		1	1	1	
DISTRICT OF COLUMBIA	6		6	6	6	
FLORIDA	9	4	5	9	6	1
GEORGIA	19	9	10	19	18	
IDAHO	3	2	1	3	3	
ILLINOIS	26	14	12	26	25	
INDIANA	3	1	2	3	1	
IOWA	26	19	7	26	23	
KANSAS	21	14	7	21	17	1
KENTUCKY	15	2	13	15	13	
LOUISIANA	3	3		3	3	
MAINE	4		4	4	3	
MARYLAND	9	6	3	9	6	
MASSACHUSETTS	22	2	20	22	18	2
MICHIGAN	13	10	3	13	10	
MINNESOTA	12	9	3	12	9	
MISSISSIPPI	23	14	9	23	17	
MISSOURI	24	11	13	24	18	
MONTANA	3	2	1	3	2	
NEBRASKA	6	5	1	6	3	
NEW HAMPSHIRE	1		1	1	1	
NEW JERSEY	14	4	10	14	12	
NEW YORK	28	13	15	28	18	3
NORTH CAROLINA	24	4	20	24	20	
NORTH DAKOTA	4	4		4	3	
OHIO	8	1	7	8	6	
OKLAHOMA	19	15	4	19	13	1
OREGON	2	1	1	2	1	
PENNSYLVANIA	21	8	13	21	14	2
RHODE ISLAND	2		2	2	2	
SOUTH CAROLINA	8		8	8	4	
SOUTH DAKOTA	4		4	4	1	1
TENNESSEE	11	1	10	11	9	
TEXAS	58	36	22	58	47	
UTAH	4	4		4	4	
VERMONT	2		2	2	2	
VIRGINIA	15	3	12	15	13	
WASHINGTON	10	9	1	10	9	
WEST VIRGINIA	4	1	3	4	4	
WISCONSIN	16	11	5	16		1
WYOMING	4	4		4	1	
ALASKA	1		1	1		
BRAZIL	1		1	1	1	
CANADA	6	2	4	6	2	
CANAL ZONE	1	1		1	1	
CUBA	2		1	1	1	
GREECE	1		1	1		
LEBANON	1		1	1		
PUERTO RICO	1		1	1		
TOTAL	634	329	305	634	453	18

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD
ALABAMA PUBLICLY CONTROLLED MOBILE BR ALA ST COLL N1	MOBILE ALA	S D BISHOP DEAN
PRIVATELY CONTROLLED MARION INSTITUTE MONTGOMERY RIBLE COLLEGE OAKWOOD COLL J C DIV N SACRED HEART JUNIOR COLLEGE ST BERNARD JR COLLEGE SNEAD JUNIOR COLLEGE SOUTHERN UNION COLLEGE STILLMAN COLLEGE N WALKER COLLEGE	MARION ALA MONTGOMERY ALA HUNTSVILLE ALA CULLMAN ALA ST BERNARD ALA ROAZ ALA WADLEY ALA TUSCALOOSA ALA JASPER ALA	J T MURFEE PRES REX A TURNER PRES F L PETERSON PRES MOTHER M ANNUNCIATA RT REV BONIFACE SENG PRES FESTUS M COOK PRES WC EDGE PRES SAM R HAY PRES CARL A E JESSE PRES
ARIZONA PUBLICLY CONTROLLED EASTERN ARI JR COLLEGE PHOENIX COLLEGE	THATCHER ARI PHOENIX ARI	W H HARLESS PRES ROBERT J HANNELLY DEAN
ARKANSAS PUBLICLY CONTROLLED CENTRAL ARK JR AGRIC C DUNBAR JUNIOR COLLEGE N FORT SMITH JR COLLEGE LITTLE ROCK JR COLLEGE	BEEBE ARK LITTLE ROCK ARK FORT SMITH ARK LITTLE ROCK ARK	BOYD W JOHNSON PRES L M CHRISTOPHE DEAN J W RAMSEY PRES GRANVILLE D DAVIS PRES
PRIVATELY CONTROLLED CENTRAL COLLEGE DRAUGHON SCHOOL OF BUSINESS SOUTHERN BAPTIST COLLEGE	NO LITTLE ROCK ARK LITTLE ROCK ARK WALNUT RIDGE ARK	REV I M PRINCE PRES J T VETTER PRES H E WILLIAMS PRES
CALIFORNIA PUBLICLY CONTROLLED ANTELOPE VALLEY JR COLLEGE BAKERSFIELD COLLEGE CENTRAL JR COLLEGE CHAFFEY COLLEGE CITRUS JR COLLEGE CLARENCE W PIERCE SCH OF AG COALINGA COLLEGE COMPTON JR COLLEGE COMPTON EVENING JR COLL CONTRA COSTA J C EAST CAMPUS CONTRA COSTA J C WEST CAMPUS EAST LOS ANGELES JR COLL EL CAMINO COLL FRESNO JR COLL FULLERTON JR COLLEGE FULLERTON EVE JR COLLEGE1 GLENDALE COLLEGE GRANT TECHNICAL COLL HARTNELL COLLEGE JOHN MUIR COLLEGE LASSSEN JR COLLEGE LONG BEACH CITY COLL LOS ANGELES CITY COLL L A HARBOR JR COLLEGE L A TRADE TECH JR COLL L A VALLEY JR COLLEGE COLLEGE OF MARIN MODESTO JR COLLEGE MODESTO EVE JUNIOR COLL MONTEREY PENINSULA COLL MT SAN ANTONIO COLLEGE NAPA JR COLLEGE NAPA EVE JR COLLEGE OCEANSIDE CARLSBAD COLL ORANGE COAST COLLEGE PALOMAR COLLEGE PALO VERDE JR COLLEGE PASADENA CITY COLLEGE PLACER COLLEGE PORTERVILLE COLLEGE REEDLEY COLLEGE RIVERSIDE COLLEGE SACRAMENTO JR COLLEGE SACRAMENTO EVE JR COLL SALINAS EVE JUNIOR COLLEGE SAN BENITO CO JR COLLEGE SAN BERNARDINO VALLEY COLLEGE SAN BERNARDINO VAL EVE JR COL SAN DIEGO JR COLLEGE SAN FRANCISCO CITY COLL OF	LANCASTER CAL BAKERSFIELD CAL EL CENTRO CAL ONTARIO CAL AZUSA CAL CANOGA PARK CAL COALINGA CAL COMPTON CAL COMPTON CAL MARTINEZ CALIF RICHMOND CAL EAST LOS ANGELES CAL EL CAMINO CAL FRESNO CAL FULLERTON CAL FULLERTON CAL GLENDALE CAL DEL PASO HGTS CAL SALINAS CAL PASADENA CAL SUSANVILLE CAL LONG BEACH CAL LOS ANGELES CAL WILMINGTON CAL LOS ANGELES CAL VAN NUYS CAL KENTFIELD CAL MODESTO CAL MODESTO CAL MONTEREY CAL POMONA CAL NAPA CAL NAPA CAL OCEANSIDE CAL COSTA MESA CAL VISTA CAL BLYTHE CAL PASADENA CAL AUBURN CAL PORTERVILLE CAL REEDLEY CAL RIVERSIDE CAL SACRAMENTO CAL SACRAMENTO CAL SALINAS CAL HOLLISTER CAL SAN BERNARDINO CAL SAN BERNARDINO CAL SAN DIEGO CAL SAN FRANCISCO CAL	WALTER DINGUS DIR RALPH PRATER PRES GUY W WEATLEY PRIN LEO A WADSWORTH DIR WESLEY V SMITH DIR EDWIN B ANGIER DIR DONALD C CARR DEAN C H SIEMENS DIR H K BIDDULPH DIR LELAND L MEDSKER DIR JOHN H PORTERFIELD DIR ROSCO C INGALLS DIR FORREST G MURDOCK PRES ERWIN A DANN ACT PRES H LYNN SELLER DIR L W WHEATLEY PRIN ELMER T WORTHY DIR WYMAN E OLSON DIR J B LEMOS PRES ARCHIE W TURRELL PRES C F KARASEK DEAN GEORGE E DOTSON DIR HOWARD S McDONALD PRES RAYMOND J CASEY DIR LESLIE G STIER DIR VIERLING KERSEY DIR WARD H AUSTIN PRES HENRY T TYLER PRES WESLEY H PUGH PRIN CALVIN C FLINT PRES GEORGE H BELL PRES H M MCPHERSON PRIN GEORGE A STRONG PRIN FRANK M CHASE JR SUPT BASIL H PETERSON PRES ELDON E HILDRETH PRES EUGENE T BOSWELL PRES WILLIAM B LANCSDORF PRIN HAROLD M WEAVER PRES B E JAHISON DIR LEO WOLFSON PRIN ORLAND V NOBLE PRES J PAUL MOHR PRES JOHN E CARPENTER PRIN HELEN E WARD PRINCIPAL F A BAUMAN DEAN JOHN L LOUNSBURY PRES NORA PARKER COY DIR JOHN ASLTINE PRES LOUIS G CONLAN PRES

1. No report. Data taken from 1950 Directory.

MEMBERSHIP	ACCREDITATION	TYPE	CONTROL OR AFFILIATION	ORGANIZED AS A JUNIOR COLLEGE	YEARS INCLUDED	STUDENTS, 1949-50					FACULTY 1949-50		
						TOTAL	FRESH	SOPH.	SPECIALS	ADULTS	FULL-TIME	PART-TIME	EQUIVALENT FULL-TIME
	D U S	C	STATE	1936	2	695	185	90	420		14		
M	D U S	M	NON PROFIT	1919	2	233	158	75					
P	D2U1	C	CH OF CHRIST	1942	3	121	85	25	7	4	14	8	4
	D U S	C	7TH DAY ADV	1917	4	232	141	50	22		18	6	2
M	D1U3	M	R CATHOLIC	1940	2	178	63	46	57	12	12	12	3
H	D U S	M	CATHOLIC	1921	2	267	148	114	5		8	10	5
H	D2U3S	C	METHODIST	1935	2	683	289	138			22		
P	D1U1	C	CONGR CHR	1934	2	121	52	35	26	8	10		
M	U	C	NON PROFIT	1938	2	189	41	20	4	124	5	5	1
H	D U	C	COUNTY	1921	2	236	141	56	39		24		
M	D2U3H	C	UN DIST	1920	2	2174	853	345	10	966	61	6	2
M	D U	C	STATE	1931	2	245	94	76	25		9	2	1
D	D U3	C	LOCAL	1929	2	399	177	101	3	118		14	5
M	D U3	C	LOCAL	1928	2	221	136	35			4	22	11
M	D U H	C	LOCAL	1927	2	1173	374	271	97	431	44	22	6
M	D U3	C	BAPTIST	1921	2	303	117	88		98	17	6	2
M	D U1	C	PROPRIETARY	1935	2	627	284		94		19		
P	D	C	BAPTIST	1941	2	1109	472	265		168	35	6	3
M	U	C	DISTRICT	1929	2	290	73	42	23	152	16	14	3
D	D U	C	UN DIST	1913	2	2053	952	588	513		35	64	57
M	D U	C	DISTRICT	1922	2	164	125	30	9			26	8
M	D U	C	DISTRICT	1921	2	2943	721	343	161	1500	44	23	10
P	D U	C	DISTRICT	1916	2	215	134	60	1	20	44	3	1
D	U	M	LOCAL	1947	2	500	156	294	30	20	27	36	3
U	U	C	UN DIST	1932	2	175	118	57			9	12	3
U	U	C	LOCAL	1927	2	7415	1471	914	513	4517	182	45	12
U	D U3	C	DISTRICT	1942	2	6085				6085	2	52	17
H	D U3	C	DISTRICT	1950	2	500	475	25		715	1	18	3
H	D U	C	DISTRICT	1945	2	5700	1758	673	1787	637	89	90	16
H	D U	C	DISTRICT	1947	2	4622					75	8	3
H	D U	C	UN DIST	1910	2	603	433	109	86	55	45	3	1
H	D U	C	DISTRICT	1913	2	1343	772	429	106	36	54	23	16
H	D U	C	DISTRICT	1946	2	3529				3529		32	5
H	D U	C	DISTRICT	1927	2	2881	1636	666	340		91	2	1
M	D U	C	UN DIST	1942	2	2184	374	181	358	912	19	14	5
M	D U	C	DISTRICT	1920	2	1028	578	278	92	80	42	6	3
M	D U	C	DISTRICT	1946	4	1362	764	465	95	38	116	8	3
M	D U	C	DISTRICT	1925	2	170	125	40	5		8	17	5
H	D U	C	DISTRICT	1927	2	18413	5973	1306	1119	8056	173	216	37
H	D1U	C	DISTRICT	1929	2	28187	18704	9483			303		
D	D U	C	DISTRICT	1949	2	962	890	30			33	9	4
H	D U	C	DISTRICT	1949	2	6110	2053	683		5374	94	168	26
H	D U	C	DISTRICT	1949	2	235	48				36	5	2
H	D1U3	C	DISTRICT	1926	2	9708	594	305	134	8675	41	7	
H	D U	C	DISTRICT	1921	2	1234	746	357	61	70	66	8	4
M	D1U1	C	STATE	1939	2	8179				8179	16	66	12
M	D U	C	DISTRICT	1947	2	637	246	140	204	47	21	14	5
H	D U	C	DISTRICT	1941	2	1465	526	346	120	473	47	21	2
H	D U	C	UN DIST	1942	4	343	239	104			38	6	3
M	D U	C	STATE	1934	2	521	144	88	59	4000	1	41	
M	D U	C	DISTRICT	1947	2	3387	626	338	112	2301	42	74	8
D	D U	C	DISTRICT	1946	4	590	93	58	119	320	18	9	4
M	D U	C	DISTRICT	1947	2	262	68	28	6	160	10	1	
M	D2U3	C	DISTRICT	1924	2	4903	1624	1227	401	1651	255		
U	U	C	UN DIST	1936	2	449	292	110	47		21	11	4
N	D U	C	UN DIST	1923	2	152	60	78			15	25	17
U	U	C	UN DIST	1926	2	578	300	200	31		45	55	13
U	U	C	STATE	1916	2	6165	725	188	31	4450			
U	D U	C	DISTRICT	1916	2	2341	1358	773	210		107		
D	D U	C	DISTRICT	1941	2	16887			500	5000	15	183	41
U	U	C	DISTRICT	1919	2	6388			840	5398	3	60	14
H	D U	C	COUNTY	1919	2	100	60	40			2	15	7
D	D U	C	STATE AND LOC	1926	2	6386	933	915		4418	77	91	
N	D2U2	C	UNION DISTRICT	1941	2	5992			1498	4494		25	18
H	D U	C	DISTRICT	1914	2	3479	1726	696	637	420	30	135	55
H	D U	C	DISTRICT	1935	2	8847	3945	2927	1975		233	25	5

INSTITUTION	LOCATION	ADMINISTRATOR
SAN JOSE JR COLLEGE	SAN JOSE CAL	T V MACQUARRIE PRES
SAN JOSE EVE JR COLLEGE	SAN JOSE CAL	DAVID L MACKAYE PRIN
SAN LUIS OBISPO JR COLLEGE	SAN LUIS OBISPO CAL	LAWRENCE GRIFFIN PRIN
SAN MATEO DIST JR COLLEGE	SAN MATEO CAL	CHARLES S MORRIS PRES
SANTA ANA COLLEGE	SANTA ANA CAL	D C MCNAUGHTON DIR
SANTA BARBARA JR COLLEGE	SANTA BARBARA CAL	W J KIRCHER PRIN
SANTA MARIA JR COLLEGE	SANTA MARIA CAL	HARRY E TYLER PRIN
SANTA MONICA CITY COLLEGE	SANTA MONICA CAL	E C SANDMEYER PRES
SANTA ROSA JR COLLEGE	SANTA ROSA CAL	FLOYD P BAILEY PRES
SEQUOIAS COLLEGE OF THE	VISALIA CAL	IVAN C CROOKSHANKS SUPT
SHASTA COLLEGE <sup>3</sup>	REDDING CAL	G A COLLYER PRES
STOCKTON COLLEGE	STOCKTON CAL	LEON P MINEAR PRES
STOCKTON EVE JR COLLEGE <sup>1</sup>	STOCKTON CAL	DAVID L GREENE PRIN
TAFT JUNIOR COLLEGE	TAFT CAL	JOSEPH P COSAND JR DIR
VALLEJO COLLEGE	VALLEJO CAL	GEORGE P CHAFFEY PRES
VENTURA JR COLLEGE	VENTURA CAL	D R HENRY PRIN
VENTURA EVE JR COLLEGE	VENTURA CAL	MARGUERITE C SCOTT PRIN
YUBA COLLEGE	MARYSVILLE CAL	J J COLLINS PRES
PRIVATELY CONTROLLED		
BROWN MILITARY ACAD J C DIV <sup>2</sup>	SAN DIEGO CAL	HAD REX A COLLINGS SUPT
CALIFORNIA CONCORDIA COLL	OAKLAND CAL	ERNEST F SCAER ACTING PRES
COSWELL POLYTECHNIC COLL	SAN FRANCISCO CAL	ROBERT W DODD PRES
DEEP SPRINGS JR COLLEGE	DEEP SPRINGS CAL	BONHAM CAMPBELL ACT DIR
LICK WILMERDING SCHOOL <sup>1</sup>	SAN FRANCISCO CAL	ARTHUR W WYNN DIR
LOS ANGELES PACIFIC COLLEGE	LOS ANGELES CAL	LLEWELLYN H DAVIS PRES
LUX COLLEGE	SAN FRANCISCO CAL	SARAH HELEN BROWN DIR
MENLO SCHOOL AND COLLEGE LTD	MENLO PARK CAL	WH E KRATT PRES
NOTRE DAME COLLEGE OF	BELMONT CAL	SISTER FREDERICA PRES
PALOS VERDES COLLEGE	ROLLING HILLS CAL	RICHARD P SAUNDERS PRES
UPLAND COLLEGE <sup>1</sup>	UPLAND CAL	JESSE F LADY PRES
COLORADO		
PUBLICLY CONTROLLED		
LA JUNTA JR COLLEGE	LA JUNTA COL	PHILIP RULE DEAN
LAMAR JUNIOR COLLEGE	LAMAR COL	CHARLES D PRICE PRES
MESA COUNTY JR COLLEGE	GRAND JUNCTION COL	HORACE J HUBBER PRES
PUEBLO JR COLL	PUEBLO COL	HARVIN C KNUDSON PRES
NORTHEASTERN JR COLLEGE	STERLING COL	E S FRENCH DEAN
TRINIDAD STATE JR COLLEGE	TRINIDAD COL	DWIGHT C BAIRD PRES
PRIVATELY CONTROLLED		
COLORADO WOMANS COLLEGE	DENVER COL	VAL H WILSON PRES
DENVER JR COLL	DENVER COL	D H MCCOY ACT DIR
CONNECTICUT		
PRIVATELY CONTROLLED		
COMMERCE JR COLLEGE OF	NEW HAVEN CONN	SAMUEL W TATOR PRES
CONNECTICUT JR COLLEGE OF	BRIDGEPORT CONN	EARLE H BIGSBEE DEAN
HARTFORD COLL J C DIV	WEST HARTFORD CONN	LAURA A JOHNSON DEAN
HILLYER COLLEGE J C DIV	HARTFORD CONN	ALAN S WILSON PRES
LARSON COLLEGE	HAMDEN CONN	GEORGE V LARSON PRES
MORSE JR COLLEGE	HARTFORD CONN	W E MORSE PRES
NEW HAVEN YMCA JR COLLEGE	NEW HAVEN CONN	LAWRENCE L BETHEL DIR
MITCHELL JR COLLEGE	NEW LONDON CONN	TYRUS HILLWAY PRES
POST JR COLL OF COMMERCE	WATERBURY CONN	H C POST PRES
ST THOMAS SEMINARY	BLOOMFIELD CONN	RT REV R G LAFONTAINE
DELAWARE		
PRIVATELY CONTROLLED		
WESLEY JR COLLEGE	DOVER DEL	OLER A BARTLEY PRES
DISTRICT OF COLUMBIA		
PRIVATELY CONTROLLED		
GEORGETOWN VISITATION JR COLL	WASHINGTON D C	SISTER MARY PAULA DEAN
GEO WASH UNIV JR COLL OF	WASHINGTON D C	MYRON L KOENIG DEAN
HOLTON ARMS JUNIOR COLLEGE	WASHINGTON D C	SALLIE E LURTON HEAD
IMMACULATA JR COLLEGE	WASHINGTON D C	SISTER MARY GENEVIEVE PRES
MARJORIE WEBSTER JR COLLEGE	WASHINGTON D C	MARJORIE F WEBSTER PRES
MOUNT VERNON JR COLLEGE	WASHINGTON D C	GEORGE W LLOYD PRES
FLORIDA		
PUBLICLY CONTROLLED		
CHIPOLA JR COLLEGE	MARIANNA FLA	K G SKAGGS ADM DEAN
PALM BEACH JR COLLEGE	PALM BEACH FLA	JOHN I LEONARD PRES
PENSACOLA JR COLLEGE	PENSACOLA FLA	JAMES L MCCORD DEAN
ST PETERSBURG JR COLLEGE	ST PETERSBURG FLA	H M BENNETT PRES
PRIVATELY CONTROLLED		
CASEMENTS JR COLLEGE	ORMOND BEACH FLA	HAUD VAN WOY PRES
EDWARD WATERS COLLEGE N	JACKSONVILLE FLA	AMOS J WHITE PRES
JACKSONVILLE JR COLLEGE	JACKSONVILLE FLA	GARTH H AKRIDGE PRES
ORLANDO JR COLLEGE	ORLANDO FLA	A L WILLIAMS PRES
WEBBER COLLEGE	BARBON PARK FLA	P T HOGENSON PRES

1. No report. Data taken from 1950 Directory. 2. No report for two years. 3. Classes begin September, 1950.

MEMBERSHIP	ACCREDITATION	TYPE	CONTROL OR AFFILIATION	ORGANIZED AS A JUNIOR COLLEGE	YEARS INCLUDED	STUDENTS, 1949-50					FACULTY, 1949-50		
						TOTAL	FRESH.	SOPH.	SPE- CIALS	ADULTS	FULL- TIME	PART- TIME	FULL- TIME EQUIV- ALENT
	D U W	C	DISTRICT LOCAL	1922	2	2890	850	247	1000		40	4	1
				1942	2	4111					2	59	13
	D U	C	DISTRICT	1922	2	311	212	66	33	4111	7	14	6
	D U3	C	DISTRICT	1922	2	7335	880	536	340	8579	85	92	18
	D U	C	DISTRICT	1915	2	2113	441	247	95	818	36	7	2
	D U3	C	DISTRICT	1946	2	1596	153	6	98	1339	6	28	14
	D U	C	UNION DISTRICT	1920	2	1295	169	48	58	1020	7	29	18
	D U	C	DISTRICT	1929	2	6167	1339	660	884	5115	89	64	19
	D U	C	DISTRICT	1928	2	1521	530	369	87	538	43	27	9
	D U	C	STATE	1926	2	1312	564	249	132	367	43	7	2
	D U	C	DISTRICT	1949	2								
	D U	C	DISTRICT	1935	4	8618	831	756	421	6610	120	99	55
	D U	C	LOCAL	1942	2	9167			36	9131	10	27	31
	D U	C	UNION DISTRICT	1922	2	285	150	135			10	26	22
	D U	C	LOCAL	1945	4	615	350	250	10	8	73	5	2
	D U	C	LOCAL	1929	2	3171	516	285		2370	71		
	D U	C	UNION DISTRICT	1927	2								
	D U	C	DISTRICT	1927	2	902	368	202	60	272	30	3	2
	0101	M	LUTHERAN	1918	2	21	14	7			7		
	D U	M	NON PROFIT	1930	2	134	60	70		4	10		
	0201	M	NON PROFIT	1928	2	32	16	8			4	1	1
	D U	C	FR METH	1911	2	77	25	34		18	13	2	
	D U	M	NON PROFIT	1942	2	149	91	52	6		8	16	3
	D U	M	NON PROFIT	1927	4	367	227	139	1		25	10	5
	D U3	C	CATHOLIC	1915	2	108	48	60			11	4	
	D U	C	NON PROFIT	1946	2	98	45	36	14	3	7	11	3
	D U	C	BRETH CHR	1920	2	90	28	25	7	30	15	8	2
	D U3	C	LOCAL	1941	2	684	70	60	44	510	32	6	4
	D U3	C	COUNTY	1937	2	379	78	20	3	253	20	1	
	D U3	C	COUNTY	1925	2	1837	358	171	160	1128	84	10	3
	D U3	C	COUNTY	1937	2	1407	558	356	177	316	61	13	5
	D U3	C	COUNTY	1941	2	463	94	36	63	270	18	8	3
	D U3	C	COUNTY	1925	2	1634	327	175	32	1050	38	22	5
	D U N	M	BAPTIST	1916	2	500	296	199	5		50	10	4
	D U3 N	C	NON PROFIT	1946	2	701	448	228	25		12		
	D U3	C	NON PROFIT	1929	2	618	215	131		237	15	44	10
	D U3 E	C	NON PROFIT	1927	2	2793	794	608	728	663	101	51	13
	D U	C	NON PROFIT	1939	5	42	18	20	4		15	6	
	D U3 E	C	NON PROFIT	1922	2	2218	213	149	11	1703	33	16	2
	D U3	C	NON PROFIT	1933	3	204	109	95			19	5	3
	D U	C	PROPRIETARY	1937	2	418	173	115	125	5	9	5	2
	D U	C	NON PROFIT	1935	2	1052	301	160	372	219	9	70	13
	D U	C	NON PROFIT	1938	2	526	135	98	93	200	23	9	5
	D U	C	PROPRIETARY	1939	2	552	125	125	150	75	10	4	1
	D U	C	CATHOLIC	1911	2	139	67	72			6	4	
	D U3 M	C	METHODIST	1942	2	147	88	44	15		19	2	1
	D U M	C	CATHOLIC	1919	2	139	76	63			14	7	3
	D U M	C	NON PROFIT	1930	2	7800	3200	4600			100	100	15
	D U3	C	NON PROFIT	1927	2	57	34	23			3	17	6
	D U3 M	C	CATHOLIC	1922	2	96	60	36			8	6	3
	D U3	C	PROPRIETARY	1927	2	215	137	78			20	4	
	D U3	C	NON PROFIT	1928	2	168	108	60			15	2	1
	D U	C	STATE	1947	2	346	122	132	56	36	11	2	1
	D U S	C	COUNTY	1933	2	363	224	139	20		21	1	
	D U3	C	JOINT COUNTY	1948	2	296	121	37	48	90	10	10	2
	D U S	C	COUNTY	1927	2	527	348	146	31	2	19	3	1
	D U	C	PROPRIETARY	1940	2	85	60	25			12		
	D U1	C	A M E	1942	2	237	132	72		33	23		
	D U1	C	NON PROFIT	1934	2	1078	548	138	386	6	16	5	2
	D U3	C	NON PROFIT	1941	2	267	133	74	52	8	8	5	2
	D U3	C	NON PROFIT	1927	2	26	16	10			7	2	1



INSTITUTION	LOCATION	ADMINISTRATIVE HEAD
<p>GEORGIA</p> <p>PUBLICLY CONTROLLED</p> <p>ABRAHAM BALDWIN AGRIC COLL</p> <p>ARMSTRONG COLLEGE</p> <p>AUGUSTA JR COLLEGE OF</p> <p>GEORGIA MILITARY COLLEGE</p> <p>GEORGIA SOUTHWESTERN COLL</p> <p>GORDON MILITARY COLLEGE</p> <p>MIDDLE GEORGIA COLLEGE</p> <p>SOUTH GEORGIA COLLEGE</p> <p>WEST GEORGIA COLLEGE</p> <p>PRIVATELY CONTROLLED</p> <p>ANDREW COLLEGE</p> <p>BREWTON PARKER JR COLLEGE</p> <p>EMMANUEL COLLEGE</p> <p>EMORY AT OXFORD</p> <p>EMORY JR COLLEGE</p> <p>GEORGIA MILITARY ACADEMY</p> <p>NORMAN COLLEGE</p> <p>REINHARDT COLLEGE</p> <p>TRUETT MCCONNELL JR COLL</p> <p>YOUNG L G HARRIS COLLEGE</p> <p>IDAHO</p> <p>PUBLICLY CONTROLLED</p> <p>BOISE JR COLLEGE</p> <p>NORTH IDAHO JR COLLEGE</p> <p>PRIVATELY CONTROLLED</p> <p>RICKS COLLEGE</p> <p>ILLINOIS</p> <p>PUBLICLY CONTROLLED</p> <p>BELLEVILLE TWP JR COLL</p> <p>CENTRAL IA TWP JR COLL</p> <p>CHICAGO CITY JR COLLEGE</p> <p>HERZL BRANCH</p> <p>WOODROW WILSON BRANCH</p> <p>WRIGHT BRANCH</p> <p>DANVILLE COMMUNITY COLLEGE</p> <p>ELGIN COMMUNITY COLLEGE</p> <p>EVANSTON TWP COMMUNITY COLL</p> <p>JOLIET JUNIOR COLLEGE</p> <p>LASALLE PERU OGLESBY JR COLL</p> <p>LYONS TWP JR COLLEGE</p> <p>MOLINE COMMUNITY COLLEGE</p> <p>MORTON JR COLLEGE</p> <p>THORNTON JR COLLEGE</p> <p>PRIVATELY CONTROLLED</p> <p>KENDALL COLLEGE</p> <p>SHIMER COLLEGE</p> <p>GEO WILLIAMS COLL J C DIV</p> <p>LEWIS COLLEGE OF SC AND TECH<sup>1</sup></p> <p>LINCOLN COLLEGE</p> <p>MALLINCKRODT COLLEGE</p> <p>MONTICELLO COLLEGE</p> <p>MORGAN PARK JR COLLEGE</p> <p>NORTH PARK COLLEGE</p> <p>PEORIA J C OF BRADLEY UNIV</p> <p>ST BEDE JR COLLEGE</p> <p>SPRINGFIELD JR COLLEGE</p> <p>INDIANA</p> <p>PUBLICLY CONTROLLED</p> <p>VINCENNES UNIV JR COLLEGE</p> <p>PRIVATELY CONTROLLED</p> <p>ANCILLA DOMINI COLLEGE</p> <p>CONCORDIA COLLEGE</p> <p>IOWA</p> <p>PUBLICLY CONTROLLED</p> <p>BOONE JR COLLEGE</p> <p>BRITT JR COLLEGE</p> <p>BURLINGTON JR COLLEGE</p> <p>CENTERVILLE JR COLLEGE</p> <p>CLARINDA JR COLLEGE</p> <p>CLINTON JR COLLEGE</p> <p>CRESTON JR COLLEGE</p> <p>EAGLE GROVE JR COLLEGE<sup>1</sup></p> <p>ELLSWORTH COLLEGE</p> <p>EMMETSBURG JR COLLEGE</p>	<p>TIFFON GA</p> <p>SAVANNAH GA</p> <p>AUGUSTA GA</p> <p>MILLEDGEVILLE GA</p> <p>AMERICUS GA</p> <p>BARNESVILLE GA</p> <p>COCHRAN GA</p> <p>DOUGLAS GA</p> <p>CARROLLTON GA</p> <p>CUTHBERT GA</p> <p>MOUNT VERNON GA</p> <p>FRANKLIN SPRINGS GA</p> <p>OXFORD GA</p> <p>VALDOSTA GA</p> <p>COLLEGE PARK GA</p> <p>NORMAN PRAK GA</p> <p>WALESKA GA</p> <p>CLEVELAND GA</p> <p>YOUNG HARRIS GA</p> <p>BOISE IDA</p> <p>COEUR D ALENE IDA</p> <p>REXBURG IDA</p> <p>BELLEVILLE ILL</p> <p>CENTRAL IA ILL</p> <p>CHICAGO ILL</p> <p>CHICAGO ILL</p> <p>CHICAGO ILL</p> <p>CHICAGO ILL</p> <p>DANVILLE ILL</p> <p>ELGIN ILL</p> <p>EVANSTON ILL</p> <p>JOLIET ILL</p> <p>LASALLE ILL</p> <p>LAGRANGE ILL</p> <p>MOLINE ILL</p> <p>CICERO ILL</p> <p>HARVEY ILL</p> <p>EVANSTON ILL</p> <p>MOUNT CARROLL ILL</p> <p>CHICAGO ILL</p> <p>LOCKPORT ILL</p> <p>LINCOLN ILL</p> <p>LINCOLN ILL</p> <p>WILMETTE ILL</p> <p>GODFREY ILL</p> <p>CHICAGO ILL</p> <p>CHICAGO ILL</p> <p>PEORIA ILL</p> <p>PERU ILL</p> <p>SPRINGFIELD ILL</p> <p>VINCENNES IND</p> <p>DONALDSON IND</p> <p>FORT WAYNE IND</p> <p>BOONE IA</p> <p>BRITT IA</p> <p>BURLINGTON IA</p> <p>CENTERVILLE IA</p> <p>CLARINDA IA</p> <p>CLINTON IA</p> <p>CRESTON IA</p> <p>EAGLE GROVE IA</p> <p>IOWA FALLS IA</p> <p>EMMETSBURG IA</p>	<p>G P DONALDSON PRES</p> <p>FOREMAN M HAVES PRES</p> <p>ERIC W HARDY PRES</p> <p>REN A THORNE PRES</p> <p>L A MOLL PRES</p> <p>COL J E GUILLEBAU PRES</p> <p>L E ROBERTS PRES</p> <p>WILLIAM S SMITH PRES</p> <p>IRVINE S INGRAM PRES</p> <p>S C OLLIFF PRES</p> <p>H P CAHPPELL PRES</p> <p>T L AARON PRES</p> <p>VIRGIL Y C EADY DEAN</p> <p>E D WHISONANT DEAN</p> <p>COL W R BREWSTER PRES</p> <p>ALLEN S CUTTS PRES</p> <p>J R BURGESS JR PRES</p> <p>H ROHRER ACT PRES</p> <p>CHARLES CLEGG PRES</p> <p>EUGENE B CHAFFEE PRES</p> <p>G O KILDOW PRES</p> <p>JOHN L CLARKE PRES</p> <p>HAL O HALL SUPT</p> <p>CHARLES A HERFURTH DEAN</p> <p>JAMES M MCCALLISTER DEAN</p> <p>O B WILLIAMS DEAN</p> <p>PETER MASIKO JR DEAN</p> <p>MARY MILLER DEAN</p> <p>CHARLES M EVANS DEAN</p> <p>EDWARD M CURRY ACT DIR</p> <p>E W ROWLEY DEAN</p> <p>F H DOLAN DIR</p> <p>GEORGE S OLSEN SUPT</p> <p>GERALD W SMITH DIR</p> <p>WILLIAM P MACLEAN PRES</p> <p>JAMES L BECK DEAN</p> <p>T O FIRING PRES</p> <p>AARON J BRUNDAUGH PRES</p> <p>ROBERT T BLACKBURN DIR</p> <p>JAMES M EAGAN DEAN</p> <p>RAYMOND N DOOLEY PRES</p> <p>MOTHER IGNATA PRES</p> <p>JOHN R YOUNG PRES</p> <p>ALBERT C DODD DEAN</p> <p>C A NELSON PRES</p> <p>W W GRIMM DEAN</p> <p>RT REV LAWRENCE VOHS PRES</p> <p>A A OLAUGHLIN DEAN</p> <p>ISSAC K BECKS PRES</p> <p>SISTER M LOYOLA DEAN</p> <p>H G BREDEMEIER PRES</p> <p>J R THORNGREN DEAN</p> <p>OSCAR J OURTH DEAN</p> <p>URBAN HARKEN DIR</p> <p>T C RUGGLES DEAN</p> <p>JOE A BURNHAM DEAN</p> <p>PAUL B SHARAR DEAN</p> <p>CHARLES E HILL DEAN</p> <p>C E THORSON DEAN</p> <p>JOHN N HILL DEAN</p> <p>KYLE C JONES SUPT</p>

1. No report. Data taken from 1950 Directory.

MEMBERSHIP	ACCREDITATION	TYPE	CONTROL OR AFFILIATION	ORGANIZED AS A JUNIOR COLLEGE	YEARS INCLUDED	STUDENTS, 1949-50					FACULTY 1949-50		
						TOTAL	FRESH.	SOPH.	SPE- CIALS	ADULTS	FULL- TIME	PART- TIME	EQUIV- ALENT FULL- TIME
H	D U S	C	STATE	1933	2	6944	368	210		6366	14	4	2
H	D U S	C	LOCAL	1935	2	409	256	110			22	3	1
H	D U S	C	COUNTY	1925	2	1130	223	73	42	834	1	21	14
H	D U S	C	STATE	1930	2	191	120	71			5	11	5
H	D U S	C	LOCAL	1932	2	399	235	154		10	17	5	2
H	D U S	C	STATE	1928	2	135	95	40			3	7	4
H	D U S	C	STATE	1928	2	454	242	212			21		
H	D U S	C	STATE	1927	2	545	279	265	1		23		
H	D U S	C	STATE	1933	2	766	357	253		156	21		
H	D U S	W	METHODIST	1917	2	99	39	25	35		12		
H	D U S	C	BAPTIST	1927	2	149	82	59	4		10		
H	D U S	C	PENT HOL	1933	2	122	56	43	23	3	10		
H	D U S	C	METHODIST	1929	4	193	135	58			15		
H	D U S	C	METHODIST	1928	2	135	63	72			10	3	2
H	D U S	C	NON PROFIT	1940	2	76	59	17			10	1	3
H	D U S	C	BAPTIST	1928	2	242	115	73	54		11	1	
H	D U S	C	METHODIST	1928	2	130	71	59			12	1	
H	D U S	C	BAPTIST	1947	2	165	72	40	3	50	12	2	1
H	D U S	C	METHODIST	1912	2	190	106	84			14	3	1
H	D U W	C	DISTRICT	1932	2	918	479	156	93	190	34	8	3
H	D U W	C	DISTRICT	1933	2	406	146	89	15	156	17	5	
H	D U W	C	LATTERDAY SNT	1915	4	706	380	151	36		31	12	5
H	D U	C	DISTRICT	1946	2	556	139	90	25	302	1	29	
H	D U	C	DISTRICT	1940	2	143	80	46	15	2	1	26	10
H	D U N	C	DISTRICT	1934	2	1908	1467	377	64		47	13	8
H	D U N	C	LOCAL	1934	2	7119	3320	1699	1200	900	81	34	11
H	D U N	C	LOCAL	1934	2	9465	4650	2243		2571	125	25	8
H	D U N	C	LOCAL	1949	2	200	98	61	34	7	1	12	3
H	D U N	C	DISTRICT	1949	2	277	97			180	1	26	13
H	D U N	C	LOCAL	1946	2	254	181	63	10		3	30	12
H	D U N	C	DISTRICT	1901	2	797	163	351	92	191	8	38	11
H	D U N	C	LOCAL	1924	2	764	143	96	2	523	2	24	10
H	D U N	C	DISTRICT	1929	2	914	282	142	15	475	5	28	12
H	D U N	C	LOCAL	1946	2	1859	205	92	154	1408	7	17	21
H	D U N	C	DISTRICT	1924	2	1055	438	242	29	346	11	47	
H	D U N	C	DISTRICT	1927	2	325	192	128	5		12	10	
H	D U N	C	METHODIST	1934	2	165	113	50	2		13	5	2
H	D U N	C	BAPTIST	1907	2	90	54	26	1		17	3	1
H	D U N	C	NON PROFIT	1933	2	167	81	86			12	5	3
H	D U N	C	CATHOLIC	1944	2	139	91	46	2		19	3	1
H	D U N	C	PRESBYTERIAN	1929	2	131	76	31	5	13	11	5	2
H	D U N	C	CATHOLIC	1918	2	54	31	23			5	2	
H	D U N	C	NON PROFIT	1917	2	242	142	100			29	3	1
H	D U N	C	NON PROFIT	1933	2	423	223	156	8	4	16	2	1
H	D U N	C	EV H C	1919	2	840	353	292	148		22	32	13
H	D U N	C	NON PROFIT	1946	2	363	215	104	44		9	12	6
H	D U N	C	CATHOLIC	1940	2	100	60	40			10	8	2
H	D U N	C	CATHOLIC	1929	2	596	190	127	153	126	21	6	2
H	D U	C	COUNTY	1924	2	287	132	99	56		13	4	2
H	D U1 U3	W	CATHOLIC	1937	3	91	7	37	47		3	6	2
H	D U1 U3	C	LUTHERAN	1939	2	94	46	48					
H	D U N	C	DISTRICT	1927	2	66	43	23			1	11	5
H	D U N	C	LOCAL	1927	2	60	41	19			10	7	3
H	D U N	C	LOCAL	1920	2	516	134	103	15	264	4	26	7
H	D U N	C	LOCAL	1930	2	113	37	30			2	9	4
H	D U N	C	LOCAL	1923	2	112	45	41	26		6	6	3
H	D U N	C	LOCAL	1946	2	70	38	25	7		14	4	4
H	D U N	C	LOCAL	1926	2	221	111	44	46	20	3	16	5
H	D U N	C	LOCAL	1928	2	425	65	27	51	282	1	15	8
H	D U N	C	STATE	1929	2	129	59	46	4	20	7	1	1
H	D U N	C	DISTRICT	1930	2	54	39	15			10	10	2

INSTITUTION	LOCATION	ADMINISTRATOR
ESTHERVILLE JR COLLEGE	ESTHERVILLE IA	WALTER B HANMER DEAN
FORT DODGE JR COLLEGE	FORT DODGE IA	W A ERBE PRIN
MARSHALLTOWN JR COLLEGE	MARSHALLTOWN IA	B R HILLER PRIN
MASON CITY JR COLLEGE	MASON CITY IA	CLIFFORD BEEM DEAN
MUSCATINE JR COLLEGE	MUSCATINE IA	JAMES F LOPER DEAN
RED OAK COMMUNITY COLL	RED OAK IA	LOUIS ROSVELD DEAN
SHELDON JR COLLEGE	SHELDON IA	VICTOR A GUHN DEAN
WASHINGTON JR COLLEGE	WASHINGTON IA	ROBERT EVERETT PRIN
WEBSTER CITY JR COLLEGE	WEBSTER CITY IA	A W LANGERAK DEAN
PRIVATELY CONTROLLED		
GRACELAND COLLEGE	LAMONI IA	E J GLEAZER JR PRES
GRAND VIEW COLLEGE	DES MOINES IA	J KNUDSEN PRES
MOUNT MERCY JR COLLEGE	CEGAR RAPIDS IA	SR H ILDEPHONSE PRES
MOUNT ST CLARE COLLEGE	CLINTON IA	SR H CORTONA DEAN
NORTHWESTERN JR COLLEGE	ORANGE CITY IA	JACOB NEUMSTRA PRES
OTTUMWA HEIGHTS COLLEGE	OTTUMWA IA	SISTER MARIE ANCILO DEAN
WALDORF COLLEGE	FOREST CITY IA	REV MORTON O RILSEN PRES
KANSAS		
PUBLICLY CONTROLLED		
ARKANSAS CITY JR COLLEGE	ARKANSAS CITY KAN	K R GALLE DEAN
CHANUTE JR COLLEGE	CHANUTE KAN	HOWARD A JESTER DEAN
COFFEYVILLE COLLEGE	COFFEYVILLE KAN	KARL H WILSON DEAN
DODGE CITY JR COLLEGE	DODGE CITY KAN	W H CRAWFORD DEAN
EL DORADO JR COLLEGE	EL DORADO KAN	MAX RICKFORD DEAN
FORT SCOTT JR COLLEGE	FORT SCOTT KAN	V S HASS DEAN
GARDEN CITY JR COLLEGE	GARDEN CITY KAN	R C GUY DEAN
HIGHLAND JR COLLEGE	HIGHLAND KAN	W H SEAMAN DEAN
HUTCHINSON JR COLLEGE	HUTCHINSON KAN	C H LOCKMAN DEAN
INDEPENDENCE JR COLLEGE	INDEPENDENCE KAN	FRED CINOTTO DEAN
IOLA JR COLLEGE	IOLA KAN	FLOYD C SMITH DEAN
KANSAS CITY KANSAS JR COLL	KANSAS CITY KAN	J F WELCHMEYER DEAN
PARSONS JR COLLEGE	PARSONS KAN	CHARLES E THIEBAUD DEAN
PRATT JR COLLEGE	PRATT KAN	H R HUNRU DEAN
PRIVATELY CONTROLLED		
CENTRAL COLLEGE	MCPHERSON KAN	HENDAL B MILLER PRES
FRIENDS BIBLE COLLEGE	SHREVEPORT KAN	SHELDON G JACKSON PRES
HESSTON COLL AND BIBLE SCHOOL	HESSTON KAN	MILO KAUFFMAN PRES
MILTONVALE WESLEYAN COLLEGE	MILTONVALE KAN	WESLEY L KNAPP DEAN
SACRED HEART COLLEGE	WICHITA KAN	REV C A SMITH PRES
ST JOHNS COLLEGE	WINFIELD KAN	C S MUNDINGER PRES
ST JOSEPHS COLLEGE <sup>2</sup>	HAYS KAN	REV TERENCE HOFFAT PRES
URSULINE COLLEGE OF PAOLA	PAOLA KAN	MOTHER CECILIA PRES
KENTUCKY		
PUBLICLY CONTROLLED		
ASHLAND JR COLLEGE	ASHLAND KY	E W BECK PRES
PADUCAH JR COLL INC	PADUCAH KY	R G MATHESON DEAN
PRIVATELY CONTROLLED		
BETHEL WOMANS COLLEGE	HOPKINSVILLE KY	P W JAMES PRES
CAMPBELLVILLE COLLEGE	CAMPBELLVILLE KY	JOHN M CARTER PRES
CANEY JR COLLEGE	PIPPAPASS KY	ALICE S G LLOYD DIR
CUMBERLAND COLLEGE	WILLIAMSBURG KY	JAMES M BOSWELL PRES
LEES JR COLLEGE	JACKSON KY	R G LANDOLT PRES
LINDSEY WILSON JR COLL	COLUMBIA KY	VICTOR P HENRY PRES
LORETTO JR COLLEGE	NERINX KY	MOTHER M REBECCA PRES
MIDWAY JR COLLEGE	MIDWAY KY	LEWIS A PIERER PRES
MOUNT ST JOSEPH JR COLLEGE	MAPLE MOUNT KY	MOTHER M IMMACULATA PRES
NAZARETH JR COLLEGE <sup>1</sup>	NAZARETH KY	SISTER M GERTRUDE DEAN
PIKEVILLE COLLEGE	PIKEVILLE KY	A A PAGE PRES
ST CATHARINE JR COLLEGE	ST CATHARINE KY	MOTHER MARG ELIZABETH PRES
SUE BENNETT COLLEGE	LONDON KY	MISS OSCIE SANDERS PRES
LOUISIANA		
PUBLICLY CONTROLLED		
F T NICHOLLS JR COLL LSU	THIBODAUX LA	C C ELKINS DEAN
JOHN MCNEESE JR COLL LSU	LAKE CHARLES LA	L E FRAZAR DEAN
NORTHEAST JUNIOR COLL LSU	MONROE LA	RODNEY CLINE DEAN
MAINE		
PRIVATELY CONTROLLED		
OBLATE COLLEGE AND SEMINARY	BAR HARBOR ME	REV A W SAINT CYR SUPERIOR
PORTLAND JR COLLEGE	PORTLAND ME	LUTHER I BONNEY DEAN
RICKER COLLEGE J C DIV	HOULTON ME	JASPER F CORUSE PRES
WESTBROOK JR COLLEGE	PORTLAND ME	MILTON D PROCTOR PRES
MARYLAND		
PUBLICLY CONTROLLED		
BALTIMORE JR COLLEGE	BALTIMORE MD	C H KATENKAMP PRIN
HAGERSTOWN JR COLLEGE	HAGERSTOWN MD	JAMES W HILEMAN DEAN
MONTGOMERY JR COLLEGE	BETHESDA MD	HUGH G PRICE DEAN

1. No report. Data taken from 1950 Directory. 2. No report for two years.

MEMBERSHIP	ACCREDITATION	TYPE	CONTROL OR AFFILIATION	ORGANIZED AS A JUNIOR COLLEGE	YEARS INCLUDED	STUDENTS, 1949-50					FACULTY, 1949-50		
						TOTAL	FRESH	SOPH.	SPE- CIALS	ADULTS	FULL- TIME	PART- TIME	EQUIV- ALENT FULL- TIME
D U	C	C	LOCAL	1924	2	106	76	27	3		5	6	3
D U	C	C	DISTRICT	1921	2	399	133	43			10	7	4
D U	C	C	LOCAL	1927	2	141	60	25	68	155	1	11	4
D U 3 H	C	C	DISTRICT	1918	2	1300	156	71	60	1013	1	7	3
D U 3	C	C	LOCAL	1929	2	334	57	31	68	178	5	11	2
D U	C	C	LOCAL	1925	2	258	28	4	10	187	1	11	6
D U	C	C	LOCAL	1927	2	40	26	13	1		2	11	6
D U	C	C	STATE	1926	2	43	24	19			1	9	2
D U	C	C	LOCAL	1926	2	313	66	18	20	209	3	14	5
D U H	C	C	R L D S	1915	2	595	340	221	34		30	3	2
D U H	C	C	LUTHERAN	1925	2	274	182	92			15	4	1
D U N	C	C	CATHOLIC	1928	2	172	89	60	20	3	16	6	3
D U N	C	C	REF CHURCH	1918	2	168	72	69	27		10	10	2
D U N	C	C	CATHOLIC	1925	2	152	103	46		3	13	4	2
D U N	C	C	LUTHERAN	1920	4	119	50	49	20		19	7	1
D U N	C	C	LUTHERAN	1920	4	332	178	117	37		29	2	1
D U	C	C	DISTRICT	1922	2	291	121	90	11	69	9	16	13
D U	C	C	LOCAL	1936	2	356	209	100	47		26	20	14
D U	C	C	DISTRICT	1923	2	832	325	174	84	249	18	11	5
D U	C	C	DISTRICT	1935	2	316	154	50		72	10	10	5
D U	C	C	DISTRICT	1927	2	285	185	45	13	42	8	10	4
D U	C	C	DISTRICT	1919	2	268	167	101			3	19	10
D U	C	C	LOCAL	1919	2	186	93	56	37		1	17	8
D U	C	C	DISTRICT	1922	2	104	69	35			5	1	
D U	C	C	LOCAL	1928	2	470	301	169			17	12	4
D U	C	C	LOCAL	1925	2	297	203	86			4	23	13
D U	C	C	DISTRICT	1922	2	225	101	44			2	15	2
D U	C	C	LOCAL	1923	2	515	296	174	45		19	5	8
D U 3	C	C	DISTRICT	1923	4	294	166	91	37		27	6	3
D U H	C	C	LOCAL	1938	2	179	93	37	49		6	14	7
D U	C	C	FREE METHODIST	1914	2	97	56	33	1	7	3	17	10
D U	C	C	NON PROFIT	1927	2	48	25	17			2	5	2
D U 3	C	C	MENNONITE	1915	2	91	53	32	4	2	16	9	6
D U 3	C	C	UES METH	1909	2	84	16	11		57	9	9	6
D U	C	C	CATHOLIC	1933	2	303	111	70	67	55	12	15	3
D U	C	C	LUTHERAN	1922	2	307	149	122	36		4	18	11
D U	C	C	CATHOLIC	1924	4	171	52	55	32	32	6	8	6
D U	C	C	LOCAL	1938	2	293	189	57	37	10	13	11	3
D U	C	C	LOCAL	1932	2	199	118	67	12	2	8	5	2
D U S	C	C	RAPTIST	1916	2	167	77	49	18	23	13		
D U S	C	C	RAPTIST	1924	2	970	390	156	18	406	16	4	
D U S	C	C	NON PROFIT	1923	2	224	152	65	7		6	4	2
D U S	C	C	RAPTIST	1917	2	512	293	180	2		22	2	1
D U S	C	C	PRESBYTERIAN	1927	2	463	190	86			10	5	
D U Y	C	C	METHODIST	1923	2	379	199	180			18		
D U S	C	C	CATHOLIC	1926	2	74	38	31	5		13	3	
D U S	C	C	DISCIPLES	1922	4	62	35	23			9	9	
D U S	C	C	CATHOLIC	1925	2	192	136	38	18		8	3	1
D U S	C	C	CATHOLIC	1921	2	145	65	50	30		15	10	4
D U S	C	C	PRESBYTERIAN	1931	2	458	217	94	10		30		5
D U X	C	C	CATHOLIC	1931	2	161	64	94			16		
D U S	C	C	METHODIST	1922	2	246	168	76	3	2	15	2	
D U S	C	C	STATE	1948	2	178	73	105			16	1	
D U S	C	C	STATE	1939	2	479	218	189	18	54	22	4	2
D U S	C	C	STATE	1932	2	470	229	201	5	35	44		
D U 3	C	C	CATHOLIC	1941	2	27	10	17			4	2	
D U E	C	C	NON PROFIT	1933	2	341	158	55	3	125	15	5	2
D U E	C	C	NON PROFIT	1926	2	190	100	90			21	1	
D U E	C	C	NON PROFIT	1925	2	727	222	149	6	350	32	3	2
D U	C	C	LOCAL	1947	2	614	192	375	18	6	28	12	5
D U 3	C	C	COUNTY	1946	2	272	72	35	47	118	10	16	4
D U 3 H	C	C	COUNTY	1946	2	565	192	94	180	99	18	23	5

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD
ST MARYS SEM JR COLL STATE TEACHERS COLLEGE STATE TEACHERS COLLEGE	ST MARYS CITY MD FROSTBURG MD SALISBURY MD	HAY RUSSELL PRES MISS LILLIAN COMPTON PRES J D BLACKWELL PRES
PRIVATELY CONTROLLED BALTIMORE JR COLL OF UNIV OF CHEVY CHASE JR COLLEGE ST CHARLES COLLEGE	BALTIMORE MD CHEVY CHASE MD CATONSVILLE MD	THEODORE H WILSON PRES FRANCES R BROWN PRES VERY REV G A GLEASON PRES
MASSACHUSETTS PUBLICLY CONTROLLED HOLYOKE JR COLLEGE NEWTON JR COLLEGE	HOLYOKE MASS NEWTONVILLE MASS	GEORGE E FROST DIR RAYMOND A GREEN PRIN
PRIVATELY CONTROLLED BAY PATH JUNIOR COLLEGE BECKER JR COLLEGE BOSTON UNIV GENERAL COLL J C BRADFORD JR COLLEGE BURDETT COLLEGE CAMBRIDGE JR COLLEGE CHAMBERLAYNE JR COLLEGE DEAN JUNIOR COLLEGE ENDICOTT JR COLLEGE ERSKINE SCHOOL FISHER SCHOOL GARLAND SCHOOL HOUSE IN THE PINES LASSELL JR COLLEGE LEICESTER JR COLLEGE MARY BROOKS SCHOOL MOUNT IDA INC NICHOLS JR COLLEGE PINE MAJOR JR COLLEGE WORCESTER JR COLLEGE	LONGHEADOW MASS WORCESTER MASS BOSTON MASS BOSTON MASS BOSTON MASS CAMBRIDGE MASS BOSTON MASS FRANKLIN MASS BEVERLY MASS BOSTON MASS BOSTON MASS BOSTON MASS NORTON MASS AUBURNDALE MASS LEICESTER MASS BOSTON MASS NEWTON MASS DUDLEY MASS WELLESLEY MASS WORCESTER MASS	THOMAS G CARR PRES WARREN C LANE PRES JUDSON R BUTLER DEAN DOROTHY M BELL PRES C F BURDETT PRES IRVING T RICHARDS PRES MATTHEW J MALLOY PRES WILLIAM C GARNER PRES REV GEORGE O BIERKOE PRES ANNE YOUNG DIR SANFORD L FISHER PRES MRS G B JONES PRES M ELIZABETH JOHNDROR DIR RAYMOND C WASS PRES HARRY E BROWN PRES JANE BROOKS PRES WILLIAM F CARLSON PRES JAMES L CONRAD PRES MRS M W POTTER PRES R W HOFFMAN DIR
MICHIGAN PUBLICLY CONTROLLED BAY CITY JR COLLEGE BENTON HARBOR JR COLL OF DEARBORN JR COLLEGE FLINT JR COLLEGE GROEBIC JR COLLEGE GRAND RAPIDS JR COLLEGE HIGHLAND PARK JR COLLEGE JACKSON JR COLLEGE MUSKEGON JR COLLEGE PORT HURON JR COLLEGE	BAY CITY MICH BENTON HARBOR MICH DEARBORN MICH FLINT MICH IRONWOOD MICH GRAND RAPIDS MICH HIGHLAND PARK MICH JACKSON MICH MUSKEGON MICH PORT HURON MICH	ERIC J BRADNER DEAN C G BECKWITH DEAN FRED K ESHLEMAN DEAN W FRED OTTEN PRES ARTHUR E ERICKSON PRES ARTHUR ANDREWS PRES GRANT O WITHEY DEAN W N ATKINSON DEAN A G UMBREIT DIR JOHN H MCKENZIE DEAN
PRIVATELY CONTROLLED OWOSSO JR COLLEGE SPRING ARBOR JR COLLEGE SUOMI COLLEGE	OWOSSO MICH SPRING ARBOR MICH HANCOCK MICH	DOROTHY R SHELTON DEAN JAMES F GREGORY PRES BERNHARD HILLILA PRES
MINNESOTA PUBLICLY CONTROLLED AUSTIN JR COLLEGE BRAINERD JR COLLEGE ELY JR COLLEGE EVELETH JR COLLEGE HIBBING JR COLLEGE ITASCA JR COLLEGE ROCHESTER JR COLLEGE VIRGINIA JR COLLEGE WORTHINGTON JR COLLEGE	AUSTIN MINN BRAINERD MINN ELY MINN EVELETH MINN HIBBING MINN COLERAINE MINN ROCHESTER MINN VIRGINIA MINN WORTHINGTON MINN	R I MELAND DEAN J E CHALBERS DEAN W G CURRIER DEAN E T CARLSTEDT DEAN S A PATCHIN DEAN HAROLD E WILSON DEAN R W GODDARD DEAN FLOYD B MOE DEAN W DONALD OLSEN DEAN
PRIVATELY CONTROLLED BETHANY LUTHERAN COLLEGE BETHEL COLLEGE <sup>1</sup> CONCORDIA COLLEGE	HANKATO MINN ST PAUL MINN ST PAUL MINN	S C YLVISAKER PRES H C WINGBLADE PRES W A POEHLER PRES
MISSISSIPPI PUBLICLY CONTROLLED COPIAH LINCOLN JR COLLEGE EAST CENTRAL JR COLLEGE EAST MISSISSIPPI JR COLL HINDS JR COLLEGE HOLMES JR COLLEGE ITAWAMBA JR COLLEGE JONES COUNTY JR COLLEGE MERIDIAN MUNICIPAL JR COLL NORTHEAST MISS JR COLLEGE NORTHWEST MISS JR COLL <sup>1</sup> PEARL RIVER JR COLLEGE	WESSON MISS DECATUR MISS SCOOBA MISS RAYMOND MISS GOODMAN MISS FULTON MISS ELLISVILLE MISS MERIDIAN MISS DOONEVILLE MISS SENATORIA MISS POPLARVILLE MISS	J M EWING PRES L O TODD PRES CRUCE STARK PRES G H MCLENDON PRES C W LORANCE PRES P A SHEFFIELD PRES J R YOUNG PRES J B PEARSON DIR R O STRINGER PRES R C PUGH PRES R D MCLENDON PRES

1. No report. Data taken from 1950 Directory.



MEMBERSHIP	ACCREDITATION	TYPE	CONTROL OR AFFILIATION	ORGANIZED AS A JUNIOR COLLEGE	YEARS INCLUDED	STUDENTS, 1949-50					FACULTY 1949-50		
						TOTAL	FRESH.	SOPH.	SPE- CIALS	ADULTS	FULL- TIME	PART- TIME	EQUIV- ALENT FULL- TIME
H	D U	C	STATE	1927	2	79	46	16		17	13		
	D U	C	STATE	1932	2	144	59	35		50	20		
	D U3	C	STATE	1935	2	136	55	25	45	11	1	14	7
H	D U	C	NON PROFIT	1937	2	336	193	128	15		16	7	2
M	D U	C	NON PROFIT	1927	2	24	49	45			11	5	2
	D	M	CATHOLIC	1926	2	205	90	71	44		14	4	
M	D1U3	C	LOCAL	1946	2	157	100	23	30	4		36	11
M	D	C	LOCAL	1946	2	104	70	34				30	7
M	D1	W	NON PROFIT	1897	2	75	75				9	4	
M	D	C	NON PROFIT	1943	2	597	306	286	5		28	3	
M	D U E	C	NON PROFIT	1949	2	411					24	5	3
M	D U3 E	W	NON PROFIT	1902	2	275	141	134			21	6	2
M	D U	C	PROPRIETARY	1912	2	1598	477	515	326	280	23	8	2
M	D U3	C	NON PROFIT	1934	2	109	61	45		3	2	13	6
M	D1U3	C	NON PROFIT	1925	2	152	82	3			8	8	
M	D U	W	NON PROFIT	1940	4	81	35	46			26		
M	D U	W	NON PROFIT	1939	2	325	191	124		10	25	10	4
P	D1U3	W	NON PROFIT	1920	2	40	22	18			3	16	3
M	D U3 E	W	NON PROFIT	1944	2	478	222	256			16	8	2
M	D U3	C	NON PROFIT	1934	2	252	81	51	120		18	6	2
M	D U3	W	NON PROFIT	1941	2	33	15	9			23	7	
M	D U1	C	NON PROFIT	1851	2	510	285	225			50	7	2
M	D U3	W	NON PROFIT	1940	2	78	40	38			7	4	2
P	D U3	W	NON PROFIT	1936	2	78	30				9	3	1
M	D U3	W	NON PROFIT	1939	2	300	158	142			24	6	
M	D1U3E	W	NON PROFIT	1931	2	280	138	142	1	1	15	3	1
M	D U3	C	NON PROFIT	1930	2	251	140	111			21	13	3
	D U3	C	NON PROFIT	1938	2	1676	296	190	482	637	24	35	
M	D U N	C	LOCAL	1922	2	3114	318	230	16	2550	27	9	3
M	D U N	C	LOCAL	1945	2	195	123	67		3	14	3	
M	D U N	C	LOCAL	1938	2	1087	509	249	119	210	26	24	8
M	D U N	C	LOCAL	1923	2	1271	655	287	120	15	29	6	3
M	D U N	C	LOCAL	1932	2	515	130	74	66	245	16	6	
M	D U N	C	LOCAL	1914	2	1226	751	475			48	5	3
M	D U N	C	LOCAL	1918	2	1804	1062	580		162	65	15	5
M	D U N	C	DISTRICT	1928	2	526	292	162	51	10	23	7	4
H	D U N	C	DISTRICT	1926	2	629	302	166	30	131	18	10	3
H	D1U3N	C	LOCAL	1926	2	436	207	153	11	3	17	2	1
M	D1U3	C	PILG HOL	1933	2	132	38	16	75	3	1	3	3
M	D1U1	C	FREE METHODIST	1923	2	168	100	68			3	14	6
M	D2U3	C	LUTHERAN	1923	2	183	118	32	14	19	10	4	1
M	D U	C	DISTRICT	1940	2	312	96	76	9	131	13	5	2
M	D U	C	DISTRICT	1938	2	131	61	62	6	2	11	4	2
M	D U	C	DISTRICT	1922	2	104	70	28	5	1	5	12	3
M	D U N	C	DISTRICT	1918	2	128	86	40			7	15	5
M	D U	C	DISTRICT	1922	2	297	140	108	16	33	21	10	3
M	D U	C	LOCAL	1922	2	149	105	43	1		9	15	5
M	D U	C	DISTRICT	1915	2	2455	172	86	24	2173	24	4	2
M	D U	C	DISTRICT	1921	2	198	106	84	8		22	8	2
M	D U	C	DISTRICT	1936	2	793	83	37	8	665	15	4	1
M	D U	C	LUTHERAN	1926	2	130	68	45	17		11	1	
M	D U	C	BAPTIST	1931	2	386	198	164	23	1	20	13	5
	D U N	M	LUTHERAN	1905	2	74	48	25	1		16	2	
M	D U S	C	JOINT COUNTY	1928	2	493	257	162	74		29	12	6
M	D U S	C	JOINT COUNTY	1928	4	689	230	150	54	205	31	8	3
M	D U S	C	DISTRICT	1927	2	498	334	121	43		18	12	
M	D U S	C	COUNTY	1922	2	447	276	171			10	20	11
M	D U S	C	LOCAL	1925	2	345	232	113			16	8	4
M	D1U1	C	LOCAL	1948	2	1405	425	190	750	40	40	13	
M	D U S	C	DISTRICT	1927	2	1881	503	305	459	614	60	2	1
M	D U S	C	LOCAL	1937	4	348	145	56	4	128	53	1	
M	D U	C	STATE	1948	2	1047	483	274	53	290	32	2	1
H	D U	C	JOINT CO	1927	2	385	206	172	7		15	5	2
H	D U S	C	JOINT COUNTY	1922	2	461	189	95	5	172	22		

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD
PERKINSTON JR COLLEGE SOUTHWEST MISS JR COLLEGE SUNFLOWER JR COLLEGE	PERKINSTON MISS SUMMIT MISS MOORHEAD MISS	A L MAY PRES C H SNELL PRES W R HORTON PRES
PRIVATELY CONTROLLED ALL SAINTS EPISCOPAL J C CLARKE MEMORIAL COLLEGE GULF PARK COLLEGE MARY HOLMES JR COLLEGE N OKOLONA COLLEGE N PINEY WOODS JR COLL N PRENTISS INSTITUTE N SOUTHERN CHRISTIAN INST N WHITWORTH COLLEGE <sup>2</sup> WOOD JR COLLEGE	VICKSBURG MISS NEWTON MISS GULFPORT MISS WEST POINT MISS OKOLONA MISS PINEY WOODS MISS PRENTISS MISS EDWARDS MISS BROOKHAVEN MISS HATHISTON MISS	W G CHRISTIAN RECTOR W E GREENE PRES CHARLES P HOGARTH PRES G F CAMPBELL PRES W MILAN DAVIS PRES LAURENCE C JONES PRES J E JOHNSON PRIN JOHN LONG PRES SINCLAIR DANIEL PRES CHARLES T MORGAN PRES
MISSOURI PUBLICLY CONTROLLED FLAT RIVER JR COLLEGE OF HARRIS TCHR COLL J C OF JEFFERSON CITY JR COLLEGE JOPLIN JR COLLEGE KANSAS CITY JR COLLEGE OF LINCOLN JR COLLEGE N MOBERLY JR COLLEGE MONETT JR COLLEGE ST JOSEPH JR COLLEGE STOWE JR COLL N TRENTON JR COLLEGE	FLAT RIVER MO ST LOUIS MO JEFFERSON CITY MO JOPLIN MO KANSAS CITY MO KANSAS CITY MO MOBERLY MO MONETT MO ST JOSEPH MO ST LOUIS MO TRENTON MO	CHARLES E BRESS DEAN A A HAYLOE JR PRES JOE NICHOLS JR DEAN THOMAS H FLOOD DEAN A M SWANSON DEAN EARL D THOMAS DEAN JAMES R CHEVALIER DEAN E E CAMP SUPT NELLE BLUM DEAN RUTH M HARRIS PRES S M RISSLER SUPT
PRIVATELY CONTROLLED CHRISTIAN COLLEGE COTTEY JR COLLEGE HANNIBAL LAGRANGE COLLEGE CONSERVATION COLLEGE KEMPER MILITARY SCHOOL MOARK BAPT COLLEGE NOTRE DAME JR COLLEGE ST MARYS JR COLLEGE ST PAULS COLLEGE SOUTHWEST BAPTIST COLLEGE STEPHENS COLLEGE WENTWORTH MILITARY ACADEMY WILLIAM WOODS COLLEGE	COLUMBIA MO NEVADA MO HANNIBAL MO IBERIA MO BOONVILLE MO WEST PLAINS MO ST LOUIS MO O FALLON MO CONCORDIA MO BOLIVAR MO COLUMBIA MO LEXINGTON MO FULTON MO	JAMES C MILLER PRES BLANCHE H DOW PRES A E PRINCE PRES FORREST BROUN PRES FREDERICK MARSTON DEAN I W M KEMP PRES SISTER M CHRYSOLOGA DEAN MOTHER M BORGIA PRES ALBERT J C HOELLER PRES JOHN W DOWDY PRES HOMER P RAINEY PRES COL J M SELLERS PRES H L SMITH PRES
MONTANA PUBLICLY CONTROLLED CUSTER COUNTY JR COLLEGE NORTHERN MONTANA COLLEGE <sup>1</sup>	HILES CITY MONT HARVE MONT	KENNETH SMITH DEAN G H VANDE BOGART PRES
PRIVATELY CONTROLLED ROCKY MOUNTAIN COLLEGE	BILLINGS MONT	WILLIAM D COPELAND PRES
NEBRASKA PUBLICLY CONTROLLED FAIRBURY JR COLLEGE HCCOOK COLLEGE NORFOLK JR COLLEGE OMAHA U OF COLL AA AND S <sup>1</sup> SCOTTSBLUFF JR COLLEGE	FAIRBURY NEB HCCOOK NEB NORFOLK NEB OMAHA NEB SCOTTSBLUFF NEB	L F SINKEY DEAN RALPH G BROOKS PRES ALLEN P BURKHARDT PRES C W HELMSTADTER DEAN CHARLES H DAVIS PRES
PRIVATELY CONTROLLED LUTHER COLLEGE	WAHOO NEB	FLOYD E LAURSEN PRES
NEW HAMPSHIRE PRIVATELY CONTROLLED COLBY JR COLL FOR WOMEN	NEW LONDON N H	H LESLIE SAWYER PRES
NEW JERSEY PUBLICLY CONTROLLED BAYONNE JR COLLEGE JERSEY CITY JR COLLEGE MONMOUTH JR COLLEGE TRENTON JR COLLEGE	BAYONNE N J JERSEY CITY N J LONG BRANCH N J TRENTON N J	FRANCIS K STROHOFER DEAN F J McMACKIN PRES EDWARD G SCHLAEFER DEAN HENRY J PARCINSKI PRES
PRIVATELY CONTROLLED BERGEN COUNTY JR COLL OF CENTENARY JR COLLEGE FAIRLEYIGH DICKINSON COLLEGE HIGHLAND MANOR JR COLLEGE IMMACULATE CONCEPTION JR COLL MARYKNOLL JR COLLEGE ST JOSEPHS COLLEGE SOUTH JERSEY COLLEGE OF	TEANECK N J HACKETTSTOWN N J RUTHERFORD N J W LONG BRANCH N J LODI N J LAKEWOOD N J PRINCETON N J CAMDEN N J	C L LITTEL PRES EDWARD W BEAY PRES PETER SAMMARTINO PRES EUGENE H LEHMAN PRES REV MOTHER MARY CLARA PRES REV J P MEANEY RECTOR V REV DANIEL P HUNDAY PRES W LAYTON HALL DEAN

1. No report. Data taken from 1950 Directory. 2. No report for two years.

MEMBERSHIP	ACCREDITATION	TYPE	CONTROL OR AFFILIATION	ORGANIZED AS A JUNIOR COLLEGE	YEARS INCLUDED	STUDENTS, 1949-50					FACULTY, 1949-50				
						TOTAL	FRESH.	SOPE	SPE- CIALS	ADULTS	FULL- TIME	PART- TIME	EQUIV- ALENT FULL- TIME		
H	D	S	C	JOINT COUNTY	1926	2	335	208	116	11	30	3	1		
H	D	U	S	C	JOINT COUNTY	1920	2	676	174	89	20	12			
H	D	U	S	C	DISTRICT	1926	2	243	134	68	40	25			
	D	U	W	EPISCOPAL	1908	2	23	13	0	1	14	2	1		
	D	U	N	C	BAPTIST	1908	2	404	205	124	11	4	2		
M	D	U	S	C	NON PROFIT	1921	2	207	133	58	27	3	2		
M	D		C	PRESBYTERIAN	1932	2	471	263	116	92	2	3	1		
M	D		C	EPISCOPAL	1932	2	549	74	45	200	2	6	4		
M	D		C	NON PROFIT	1934	2	28	20	8				3		
H	D	S	C	NON PROFIT	1930	2	66	20	18	28	7	3			
H	D	S	C	DISCIPLES	1900	2	520	96	52	102	10	8	3		
H	D	U	C	METHODIST	1927	2	149	85	62	2	12				
	D	U	N	C	DISTRICT	1922	2	368	220	146	1	4	13	4	
H	D	U	N	C	LOCAL	1930	2	904	419	485	5	63	1		
H	D	U	N	C	DISTRICT	1926	4	843	122	66	350	30	4	2	
H	D	U	N	C	LOCAL	1937	2	578	373	150	41	14	23	2	
M	D	U	N	C	DISTRICT	1915	2	2195	864	523	90	718	51	3	
M	D	U	C	LOCAL	1936	2	161	69	31	56	5	4	13	5	
M	D	U	C	LOCAL	1927	2	124	82	42		17	10	4		
M	D	U	C	LOCAL	1927	2	230	52	20	28	130	15			
M	D	U	N	C	DISTRICT	1915	2	692	399	281	10	21	2	1	
M	D	U	N	C	LOCAL	1929	2	310	241	69		38	4	2	
M	D	U	C	LOCAL	1925	2	59	39	17	3	4	7	2		
H	D	U	N	W	DISCIPLES	1913	2	331	215	116		34	4	2	
H	D	U	N	W	NON PROFIT	1912	2	167	106	61		17	1		
H	D	U	C	BAPTIST	1917	2	329	168	129	32	20	3	1		
H	D	U	N	C	CONGREGATIONAL	1927	2	110	29	14	67	13	1		
M	D	U	N	C	PROPRIETARY	1923	2	162	98	64		5	12	6	
H	D	U	N	C	BAPTIST	1947	2	273	172	78	23	10	5	2	
H	D	U	N	W	CATHOLIC	1925	2	216	43	138	35	5	4	2	
H	D	U	N	W	NON PROFIT	1929	2	85	24	48	13	4	5	2	
H	D	U	N	W	LUTHERAN	1905	2	34	20	12	2	9	5	2	
H	D	U	C	BAPTIST	1922	2	845	467	258	120	22				
H	D	U	N	W	NON PROFIT	1911	2	2189	1210	880	83	16	242	10	6
H	D	U	N	W	PROPRIETARY	1923	2	196	122	74		4	14	6	
H	D	U	N	W	DISCIPLES	1915	2	349	199	150		32	7	3	
H	D	U	W	C	COUNTY	1939	2	86	53	15	11	7	1	5	
H	D	U	W	C	STATE	1929	2	394	222	158	14	26	1		
	D	W	C	INTERDENOM	1922	4	203	33	34		61	15	7	3	
	D	U	C	DISTRICT	1941	2	318	167	100	51	6	11			
H	D	U	C	DISTRICT	1926	2	415	75	60	15	35	7	10		
H	D	U	S	C	LOCAL	1942	2	165	107	58		8	12	5	
H	D	U	N	C	LOCAL	1936	2	1687	380	232	75	1000	72	16	7
M	D	U	N	C	LOCAL	1932	2	644	110	53	157	324	13	6	1
	D	U	C	LUTHERAN	1925	2	121	65	39	19	14	1			
H	D	U	E	W	NON PROFIT	1928	2	395	223	170	2	36			
H	D	U	S	C	LOCAL	1946	2	293	176	117		21	5	2	
H	D	U	N	C	LOCAL	1946	2	826	112	39	675	14	12	3	
H	D	U	S	C	COUNTY	1933	2	721	192	80	319	18	10	4	
M	D	U	C	LOCAL	1947	2	84	47	30	7	16	3			
	D	U	C	NON PROFIT	1933	2	1666	637	577	452	29	25	6		
H	D	U	N	W	METHODIST	1929	2	407	227	180		31	2	1	
H	D	U	N	C	NON PROFIT	1942	4	2383	615	503	1265	49	58	29	
H	D	U	N	W	PROPRIETARY	1928	2	25	15	10		3	3		
H	D		M	CATHOLIC	1941	2	177	82	95	30	6	4	6	3	
M	D		M	CATHOLIC	1947	2	193	98	95		12	2			
M	D		M	CATHOLIC	1940	2	39	26	13		9	2			
H	D	U	C	NON PROFIT	1927	2	251	141	110		5	10	4		

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD
UNION JR COLLEGE VILLA WALSH JR COLLEGE	CRANFORD N J MORRISTOWN N J	KENNETH C MACKAY PRES MOTHER NINETTA IGNATA
NEW YORK PUBLICLY CONTROLLED ASSOC COLLEGES OF UPPER N Y FASHION INST OF TECHNOLOGY LONG ISLAND AGR AND TECH INST N Y STATE AGRIC AND TECH INST N Y STATE AGRIC AND TECH INST N Y STATE AGRIC AND TECH INST N Y STATE AGRIC AND TECH INST N Y STATE INST OF AGRIC AND H STATE UNIV OF N Y INST OF A A AND S INST OF A A AND S INST OF A A AND S INST OF A A AND S INST OF A A AND S	PLATTSBURG N Y NEW YORK CITY N Y FARMINGDALE N Y ALFRED N Y CANTON N Y DELHI N Y MORRISVILLE N Y COBLESKILL N Y  BINGHAMTON N Y NEW YORK N Y BUFFALO N Y UTICA N Y WHITE PLAINS N Y	FREDERICK A MORSE PRES MORTIMER C RITTER DIR H B KNAPP DIR PAUL B ORVIS DIR ALBERT E FRENCH DIR HARLAND L SMITH DIR W B GALSBREATH DIR RAY L WHEELER DIR  C C TYRELL DIR OTTO KLITSBERG DIR RICHARD R DRY DIR PAUL B RICHARDSON DIR PHILIP C MARTIN DIR
PRIVATELY CONTROLLED BENNETT JR COLLEGE BRIARCLIFF JR COLLEGE BRYANT AND STRATTON BUS INST CAZENOVIA JR COLLEGE CONCORDIA COLLEGE INST FINCH JR COLLEGE GENESEE JR COLLEGE HOLY CROSS PREP SEMINARY JAMESTOWN COMMUNITY COLL MCKECHNIE LONGER SCH OF COMM PACKARD JR COLLEGE PACKER COLLEGE INSTITUTE PAUL SMITHS COLL OF A AND S ROCHESTER BUSINESS INST WALTER HERVEY JR COLLEGE	MILLBROOK N Y BRIARCLIFF HANOR N Y CAZENOVIA N Y BRONXVILLE N Y NEW YORK CITY N Y LINA N Y DUNKIRK N Y JAMESTOWN N Y ROCHESTER N Y NEW YORK CITY N Y BROOKLYN N Y PAUL SMITHS N Y ROCHESTER N Y NEW YORK CITY N Y	MISS COURTNEY CARROLL PRES MRS CLARA M TEAD PRES C A SPALDING CK V PRES ISABEL D PHISTERER PRES ALBERT E MEYER PRES ROLAND R DEMARCO PRES J WESLEY SEARLES PRES V REV CARROL RING RECTOR CARLYLE C RING PRES H B STAUFFER PRES LOUIS A RICE PRES PAUL D SHAFER PRES CHESTER L SUXTON PRES ERNEST W VEIGEL JR PRES W ALBERT LOTZ PRES
NORTH CAROLINA PUBLICLY CONTROLLED ASHEVILLE BILTMORE COLL CHARLOTTE COLLEGE MOREHEAD CITY TECH INST WILMINGTON COLLEGE	ASHEVILLE N C CHARLOTTE N C MOREHEAD CITY N C WILMINGTON N C	GLENN L BUSHEY PRES BONNIE E CONE DIR JAMES I MASON DIR JOHN T HOGGARD PRES
PRIVATELY CONTROLLED BELMONT ABBEY COLLEGE BREVARD COLLEGE CAMPBELL COLLEGE EDWARDS MILITARY INST GARDNER WEBB COLLEGE IMMANUEL LUTHERAN COLL N LEES MCRAE COLLEGE LOUISBURG COLLEGE MARS HILL COLLEGE MITCHELL COLLEGE OAK RIDGE MILITARY INST PEACE COLLEGE PFEIFFER JR COLLEGE PINELAND C AND EDWARDS MIL IN PRESBYTERIAN JR COLLEGE SACRED HEART JR COLLEGE ST GENEVIEVE OF THE PINES J C ST MARYS SCH AND JR COLL WARREN WILSON COLLEGE WINGATE JR COLLEGE	BELMONT N C BREVARD N C BUIES CREEK N C SALENBURG N C BOILING SPRINGS N C GREENSBORO N C BANNER ELK N C LOUISBURG N C MARS HILL N C STATESVILLE N C OAK RIDGE N C RALEIGH N C MISENHEIMER N C SALENBURG N C WAXTON N C BELMONT N C ASHEVILLE N C RALEIGH N C SWANNANOVA N C WINGATE N C	REV R L ROSSWOG RECTOR GEORGE B ENLHARDT PRES L H CAMPBELL PRES W J BLANCHARD PRES P L ELLIOTT PRES W H KAMPSCHMIDT ACT PRES REV FLECHER NELSON PRES SAMUEL M HOLTON PRES HOYT BLACKWELL PRES JOHN MONTGOMERY PRES COL T O WRIGHT PRES WILLIAM C PRESSLY PRES CHI M WAGGONER PRES W J BLANCHARD PRES LOUIS C LAMOTTE PRES MOTHER M IMMACULATA PRES REV MOTHER A SHARRY PRES RICHARD G STONE PRES A M BANNERMAN PRES C C BURRIS PRES
NORTH DAKOTA PUBLICLY CONTROLLED BISMARCK JR COLLEGE DEVILS LAKE JR COLLEGE NORTH DAKOTA SCH OF FORESTRY N D STATE SCHOOL OF SCIENCE	BISMARCK N D DEVILS LAKE N D BOTTINEAU N D WAMPETON N D	SIDNEY J LEE DEAN F H GILLILAND PRES C N NELSON PRES E F RILEY PRES
OHIO PUBLICLY CONTROLLED UNIV OF TOLEDO JR COLL	TOLEDO OHIO	R L CARTER DIR
PRIVATELY CONTROLLED FRANKLIN UNIV JR COLL OF N GIFFIN COLLEGE OFFICE TRAINING SCHOOL SALMON P CHASE COLL J C DIV SINCLAIR COLLEGE TIFFIN UNIVERSITY	COLUMBUS OHIO VAN WERT OHIO COLUMBUS OHIO CINCINNATI OHIO DAYTON OHIO TIFFIN OHIO	NEWELL L GATES DIR C G GIFFIN DIR R E HOFFHINES PRES RAY HUTCHENS DIR C J BUSSEY DIR F J MILLER PRES

1. No report. Data taken from 1950 Directory.

MEMBERSHIP	ACCREDITATION	TYPE	CONTROL OR AFFILIATION	ORGANIZED AS A JUNIOR COLLEGE	YEARS INCLUDED	STUDENTS, 1949-50					FACULTY 1949-50		
						TOTAL	FRME.	SOPE.	SPE- CIALS	ADULTS	FULL- TIME	PART- TIME	EQUIV- ALENT FULL- TIME
M D U3	C		NON PROFIT	1933	2	860	191	200	469		19	17	7
M D U3	C		CATHOLIC	1948	2	73	29	44			2	2	1
D U	C		NON PROFIT	1946	2	1916	894	1020	2		106	15	9
D U2	C		LOCAL	1944	2	367	203	164			21	18	6
D U2	C		STATE	1935	2	366	640	439		2287	103	6	1
D U2	C		STATE	1937	2	428	428				57	2	
D U	C		STATE	1937	2	417	237	180			39	2	1
D U	C		STATE	1937	2	310	177	133			26	1	
D U	C		STATE	1937	2	582	321	261		79	48	1	
D U	C		STATE	1937	2	331	200	131			30	3	1
D U	C		STATE	1946	2	332	145	187			31	1	
D U	C		STATE	1946	2	369	1425	923	1350		134	6	3
D U2	C		STATE	1947	2	766	469	317			52	5	
D U2	C		STATE	1946	2	800	210	318	2	270	36	8	2
D U2	C		STATE	1946	2	832	310	190	45	287	37	13	6
D U M	C		NON PROFIT	1935	2	191	105	85		1	28	6	3
D U M	C		STATE	1937	2	288	129	93	6		13	6	
D U3	C		PROPRIETARY	1937	2	1861	748	554	367	192	29	18	6
D U M	C		NON PROFIT	1934	2	152	94	56	2		14	13	4
D U M	C		LUTHERAN	1936	2	126	63	63			10	3	1
D U M	C		NON PROFIT	1937	2	253	145	105	3		24	20	7
D U1 U1 Y	C		METHODIST	1947	3	76	35	40	1		15	1	
D U M	C		CATHOLIC	1930	2	54	30	24			9		
D U M	C		NON PROFIT	1934	2	188	55	36	91		10	7	3
D U M	C		PROPRIETARY	1936	2	318	150	55	6	107	9	17	4
D U M	C		NON PROFIT	1937	2	2089	508	611	468	502	25	38	13
D U2 M	C		NON PROFIT	1919	2	65	32	32		1	3	19	7
D U	C		NON PROFIT	1946	2	177	105	72			17	4	2
D U	C		PROPRIETARY	1936	2	1466	560	350	2	554	28	10	2
D U	C		NON PROFIT	1946	2	894	157	203	179	355	11	35	10
D U	C		LOCAL	1927	2	454	169	99	5	181	14	5	2
D U3	C		LOCAL	1946	2	719	192	87	66	374	4	28	7
D U	C		STATE	1947	1	40	40				5		
D U	C		COUNTY	1947	2	884	116	37	47	684	12	15	6
D U S	C		CATHOLIC	1928	2	169	81	80		8	23	11	3
D U S	C		METHODIST	1934	2	382	217	135	15	15	28	1	1
D U S	C		BAPTIST	1926	4	502	250	134	5		30	3	2
D U S	C		NON PROFIT	1935	2	47	29	18			9		
D U S	C		BAPTIST	1928	2	492	280	149	12	12	22	4	2
D U3	C		LUTHERAN	1931	2	100	19	20	11	50	4	4	2
D U	C		PRESBYTERIAN	1929	2	265	147	118			23		
D U	C		METHODIST	1918	2	227	149	69	9		17		
D U3	C		BAPTIST	1921	2	958	566	381	11		61		
D U S	C		PRESBYTERIAN	1924	2	289	166	43	80		15	4	
D U S	C		NON PROFIT	1933	2	85	60	25			3		
D U S	C		PRESBYTERIAN	1918	2	260	160	40	60		17	3	1
D U S	C		METHODIST	1928	2	311	169	135	3	4	21		
D U	C		NON PROFIT	1926	2	73	51	22			5	3	2
D U	C		PRESBYTERIAN	1929	2	291	99	106	49	37	9	3	2
D U3	C		CATHOLIC	1935	2	55	34	21			2	10	6
D U S	C		CATHOLIC	1930	2	104	28	18	3	55	3	9	3
D U S	C		EPISCOPAL	1900	2	216	106	74	36		25	4	3
D U	C		PRESBYTERIAN	1942	2	118	90	27	1			19	8
D U	C		BAPTIST	1923	2	316	147	83	68	8	25		
D U	C		LOCAL	1939	2	410	157	90		152	14	19	3
D U	C		LOCAL	1941	2	133	53	33	47		3	9	5
D U	C		STATE	1925	2	183	69	62	7	45	12	2	1
D U	C		STATE	1903	2	814	552	246		16	53	3	1
D U	C		LOCAL	1909	2	125	60	33	22	10			
D U	C		Y M C A	1918	2	2179	1669	507			6	23	7
D U3	C		PROPRIETARY	1932	2	62	40	20		2	2	6	5
D U	C		PROPRIETARY	1930	2	450	300	150			12	11	
D U	C		Y M C A	1920	2	730	67	43		277	11	32	13
D U	C		Y M C A	1924	2	1738	410	210	317	795	10	70	28
D U3	C		NON PROFIT	1924	2	850	125	100	25		6	2	



INSTITUTION	LOCATION	ADMINISTRATIVE HEAD
<p>URBANA JR COLLEGE</p> <p>OKLAHOMA PUBLICLY CONTROLLED</p> <p>ALTUS JR COLLEGE</p> <p>BARTLESVILLE JR COLLEGE</p> <p>CAMERON STATE AGRIC COLLEGE</p> <p>CARNEGIE JR COLLEGE</p> <p>CORNERS STATE AGRIC COLLEGE</p> <p>EASTERN OKLA A AND M COLL N</p> <p>EL RENO COLLEGE</p> <p>KIOWA COUNTY JR COLLEGE<sup>1</sup></p> <p>MURRAY STATE SCH OF AGRIC</p> <p>MUSKOGEE JR COLLEGE</p> <p>NORTHEASTERN OKLA A AND M COL</p> <p>NORTHERN OKLA JR COLLEGE</p> <p>OKLAHOMA MILITARY ACADEMY</p> <p>POTEAU JR COLLEGE<sup>2</sup></p> <p>SAYRE JR COLLEGE</p> <p>SEMINOLE JR COLLEGE</p> <p>PRIVATELY CONTROLLED</p> <p>APOSTOLIC COLLEGE</p> <p>BACONE JR COLLEGE</p> <p>S W PENTECOSTAL HOL COLLEGE</p> <p>SPARTAN COLL OF AERO ENG</p> <p>OREGON PUBLICLY CONTROLLED</p> <p>VANPORT EXTENSION CENTER</p> <p>PRIVATELY CONTROLLED</p> <p>MULTNOMAH COLLEGE</p> <p>PENNSYLVANIA PUBLICLY CONTROLLED</p> <p>ALTOONA UNDERGRAD CENTER</p> <p>BEHREND UNDERGRAD CENTER</p> <p>DUBOIS UNDERGRAD CENTER</p> <p>HARRISBURG UNDERGRAD CENTER</p> <p>HAZLETON UNDERGRAD CENTER<sup>1</sup></p> <p>POTTSVILLE UNDERGRAD CENTER</p> <p>SWARTHMORE UNDERGRAD CENTER</p> <p>HERSHEY JR COLLEGE</p> <p>PRIVATELY CONTROLLED</p> <p>ELLSWORTH CTR UNIV OF PITTS</p> <p>GWYNEDD MERCY JR COLL N</p> <p>HARCHUM JR COLLEGE</p> <p>JOHNSTOWN CTR UNIV OF PITTS</p> <p>KEYSTONE JR COLLEGE</p> <p>LINDEN HALL JR COLLEGE</p> <p>MESSIAH BIBLE COLLEGE</p> <p>MOUNT ALOYSIUS JR COLLEGE</p> <p>OGONTZ JR COLLEGE<sup>1</sup></p> <p>PENN HALL JR COLLEGE</p> <p>VALLEY FORGE MILITARY JR COLL</p> <p>WYOMISSING POLYTECHNIC INST</p> <p>YORK JR COLLEGE</p> <p>RHODE ISLAND PRIVATELY CONTROLLED</p> <p>EDGEWOOD JUNIOR COLLEGE</p> <p>YMCA INSTITUTE</p> <p>SOUTH CAROLINA PRIVATELY CONTROLLED</p> <p>ANDERSON COLLEGE</p> <p>BETTIS JR COLLEGE N</p> <p>CLINTON JR COLLEGE N</p> <p>FRIENDSHIP JR COLLEGE N</p> <p>NORTH GREENVILLE JR COLLEGE</p> <p>SPARTANBURG JR COLLEGE</p> <p>VOORHEES SCHOOL AND J C N</p> <p>WESLEYAN METHODIST COLLEGE</p> <p>SOUTH DAKOTA PRIVATELY CONTROLLED</p> <p>FREEMAN JR COLLEGE</p> <p>MOUNT MARTY JR COLLEGE</p> <p>NOTRE DAME JR COLLEGE<sup>1</sup></p> <p>WESSINGTON SPRINGS COLLEGE</p>	<p>URBANA OHIO</p> <p>ALTUS OKLA</p> <p>BARTLESVILLE OKLA</p> <p>LAWTON OKLA</p> <p>CARNEGIE OKLA</p> <p>WARNER OKLA</p> <p>WILBURTON OKLA</p> <p>EL RENO OKLA</p> <p>HOBART OKLA</p> <p>TISHOMINGO OKLA</p> <p>MUSKOGEE OKLA</p> <p>MIAMI OKLA</p> <p>TONKAWA OKLA</p> <p>CLAREMORE OKLA</p> <p>POTEAU OKLA</p> <p>SAYRE OKLA</p> <p>SEMINOLE OKLA</p> <p>TULSA OKLA</p> <p>BACONE OKLA</p> <p>OKLAHOMA CITY OKLA</p> <p>TULSA OKLA</p> <p>PORTLAND ORE</p> <p>PORTLAND ORE</p> <p>ALTOONA PA</p> <p>ERIE PA</p> <p>DU BOIS PA</p> <p>HARRISBURG PA</p> <p>HAZLETON PA</p> <p>POTTSVILLE PA</p> <p>SWARTHMORE PA</p> <p>HERSHEY PA</p> <p>PITTSBURGH PA</p> <p>GWYNEDD VALLEY PA</p> <p>BRYN MAWR PA</p> <p>JOHNSTOWN PA</p> <p>LAPLUME PA</p> <p>LITITZ PA</p> <p>GRANTHAM PA</p> <p>CRESSON PA</p> <p>RYDAL PA</p> <p>CHAMBERSBURG PA</p> <p>WAYNE PA</p> <p>WYOMISSING PA</p> <p>YORK PA</p> <p>BARRINGTON R I</p> <p>PROVIDENCE R I</p> <p>ANDERSON S C</p> <p>TRENTON S C</p> <p>ROCK HILL S C</p> <p>ROCK HILL S C</p> <p>TIGERVILLE S C</p> <p>SPARTANBURG S C</p> <p>DENMARK S C</p> <p>CENTRAL S C</p> <p>FREEMAN S D</p> <p>YANKTON S D</p> <p>MITCHELL S D</p> <p>WESSINGTON SPGS S D</p>	<p>EDWARD F MENMOTT PRES</p> <p>CLIFFORD PETERSON DIR</p> <p>GEORGE M ROBERTS SUPT</p> <p>C VERNON HOWELL PRES</p> <p>CARL TAYLOR PRES</p> <p>JACOB JOHNSON PRES</p> <p>C C DUNLAP PRES</p> <p>PAUL R TAYLOR SUPT</p> <p>TOM HASEN PRES</p> <p>C J HALL ACT PRES</p> <p>BESSIE M HUFF DEAN</p> <p>BRUCE G CARTER PRES</p> <p>LOREN N BROWN PRES</p> <p>HOMER M LEDBETTER PRES</p> <p>E L COSTNER SUPT</p> <p>FERRILL MARTIN PRES</p> <p>O D JOHNS SUPT</p> <p>REV C P WILLIAMS PRES</p> <p>F W THOMPSON PRES</p> <p>R O CORVIN PRES</p> <p>W O TRULOCK DEAN</p> <p>STEPHEN E EPLER DIR</p> <p>EDWARD L CLARK PRES</p> <p>R E EICHE ADM HEAD</p> <p>T R FERGUSON ADM HEAD</p> <p>M E CAMPBELL ADM HEAD</p> <p>L E CLAPPER ADM HEAD</p> <p>A A GOSS ADM HEAD</p> <p>H I HERRING ADM HEAD</p> <p>A K MEYERS ADM HEAD</p> <p>V H FENSTERMACHER DEAN</p> <p>VIERS W ADAMS DIR</p> <p>SR M GREGORY DEAN</p> <p>MRS EDITH HARCUM PRES</p> <p>C A ANDERSON DIR</p> <p>BLAKE TEWKSBUARY PRES</p> <p>BYRON K HORNE PRES</p> <p>C N HOSTETTER JR PRES</p> <p>SISTER M DE SALES DEAN</p> <p>ABBY A SUTHERLAND PRES</p> <p>SARAH W BRIGGS PRES</p> <p>MILTON G BAKER SUPT</p> <p>ARTHUR C HARPER PRES</p> <p>LESTER F JOHNSON PRES</p> <p>CLARK F MURDOUGH PRES</p> <p>H W SCHAUGHENCY DIR</p> <p>ANNIE D DENMARK PRES</p> <p>A C HIGHTOWER PRES</p> <p>S V MORELAND PRES</p> <p>JAMES H GOUDLOCK PRES</p> <p>M C DONNAN PRES</p> <p>R B BURGESS PRES</p> <p>CECIL O HALLIBURTON PRES</p> <p>R C MULLINAX PRES</p> <p>EDMUND J MILLER PRES</p> <p>MOTHER M JEROME PRES</p> <p>MSGR J M BRADY PRES</p> <p>GEORGE E KLINE PRES</p>

1. No report. Data taken from 1950 Directory. 2. No report for two years.

MEMBERSHIP	ACCREDITATION	TYPE	CONTROL OR AFFILIATION	ORGANIZED AS A JUNIOR COLLEGE	YEARS INCLUDED	STUDENTS, 1949-50					FACULTY, 1949-50		
						TOTAL	FRESH.	SOPH.	SPE- CIALS	ADULTS	FULL- TIME	PART- TIME	EQUIV- ALENT FULL- TIME
M	D1U3	C	CH OF N JERUS	1927	2	103	28	20	3	52	4		
M	D U	C	DISTRICT	1926	2	84	44	16	2	22	1	11	4
M	D U	C	DISTRICT	1927	1	40	40					10	4
M	D U	C	STATE	1927	2	797	471	203	15	108	36	1	
M	D U	C	DISTRICT	1938	2	66	40	26				9	2
M	D U	C	STATE	1927	2	728	162	94	108	364	23	2	1
M	D U	C	STATE	1928	2	816	267	141		408	24		
M	D U	C	LOCAL	1938	2	195	52	23		120		17	3
M	D U	C	LOCAL	1934	2	64	46		3			7	3
M	D U	C	STATE	1922	2	408	257	139	12		23		
M	D U	C	LOCAL	1930	2	77	652	291	35	326	2	14	5
M	D U	N	STATE	1934	2	912	436	215		261	34	4	1
M	D U	N	STATE	1930	2	388	252	126	10		30	1	
M	D U	N	STATE	1923	2	124	69	33	11	11	17	2	
M	D U	C	DISTRICT	1938	2	110	70	40			1	10	4
M	D U	C	DISTRICT	1931	2	102	73	28	1			12	3
P	D2	C	APOSTOLIC	1944	2	97	22	15		60	10	2	1
M	D U	C	BAPTIST	1929	2	163	120	43			14	2	1
M	D U	C	PENT HOL	1946	4	76	44	21	3	8		7	2
M	D U	C	PROPRIETARY	1943	2	201	70	131			13		
	D U W	C	STATE	1946	2	2138	993	916	229		35	20	5
M	D2U3W	C	NON PROFIT	1931	2	1770	217	164	175	1214	42	32	9
M	D U	C	STATE UNIV	1939	2	808	261	185	6	356	32	11	3
M	D U	C	STATE	1948	1	205	175		30		23	4	1
M	D U	C	STATE	1935	2	825	145	120	3	557	23	2	
M	D U	C	STATE	1948	1	209	207		2		15	26	3
M	D U	C	STATE	1934	2	511	249	164	20		26	3	
M	D U	C	STATE	1934	2	463	232	117	24	90	25	2	1
M	D U	C	STATE	1947	1	1450	540		5	905	34	42	6
M	D U	C	DISTRICT	1938	2	121	61	44	16		9	8	2
M	D U	M	NON PROFIT	1947	2	708	418	290			10	72	23
M	D1U2	M	CATHOLIC	1948	2	142	35	21	50	36	2	16	8
P	D2U3	W	PROPRIETARY	1915	2	177	89	85		3	14	16	4
M	D U	M	NON PROFIT	1927	2	867	248	255	233	25	27	5	1
M	D U	M	NON PROFIT	1934	2	349	212	137			22	4	2
P	D1U3	W	MORAVIAN	1935	2	55	39	16			10	2	
M	D U	C	BRETH CHR	1920	2	89	39	39	5	6	2	16	4
M	D U3M	W	CATHOLIC	1939	2	206	60	50	15	81	20	2	
M	D U	W	NON PROFIT	1930	2	128	68	59		1	10	24	7
M	D2U	W	PROPRIETARY	1926	2	163	90	73			4	23	19
M	D U	M	NON PROFIT	1935	2	68	41	27			7	2	
M	D U	C	NON PROFIT	1933	2	153					7	2	
M	D U	C	NON PROFIT	1941	2	345	224	54	67		18	8	3
M	D	C	NON PROFIT	1940	2	367	127	118	10	112	19	2	1
M	D U3	C	NON PROFIT	1948	2	237	80	75	82		7	42	11
M	D U	W	BAPTIST	1930	2	223	105	51	8	62	18	4	2
M	D	C	BAPTIST	1930	2	440	38	8	284	110	2	11	1
M	D1U3	C	A M E Z	1933	2	88	32	26	9		5	2	6
M	D2U3	C	BAPTIST	1933	2	155	65	35		65	14	5	3
M	D U	C	BAPTIST	1934	2	291	107	41	43		17		
M	D U	C	METHODIST	1927	2	281	186	95			15	3	1
M	D U	C	EPISCOPAL	1929	2	104	74	30			18	4	1
M	D U1	C	WES METH	1928	2	52	30	19	1		19		
P	U	C	HENNONITE	1927	2	56	33	20	3		16	2	
M	D U	C	CATHOLIC	1936	2	103	30	20	53		4	7	3
M	D U	C	CATHOLIC	1922	2	84	57	18	5	4		2	
M	D U	C	FR METH	1918	2	104	59	38	7		15	5	2

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD
<p> TENNESSEE  PUBLICLY CONTROLLED  UNIV OF TENNESSEE JR COLLEGE    PRIVATELY CONTROLLED  CASTLE HEIGHTS MILITARY ACAD<sup>2</sup>  CHRISTIAN BROS COLL J C DIV  FRED HARDEMAN COLLEGE  HIVASSEE COLLEGE  LEE COLLEGE  MARTIN COLLEGE  ORRISTOWN N AND I COLL N  SOUTHERN MISSIONARY COLLEGE<sup>1</sup>  SWIFT MEMORIAL JR COLL N  TENNESSEE WESLEYAN COLLEGE  WARD DELMONT INC    TEXAS  PUBLICLY CONTROLLED  ALVIN JR COLLEGE  AMARILLO COLLEGE  ARLINGTON STATE COLLEGE  BLINN COLLEGE  CISCO JR COLLEGE  CLARENDON JR COLLEGE  DEL MAR COLLEGE  EDINBURG REGIONAL COLLEGE  FRANK PHILLIPS COLLEGE  GAINESVILLE JR COLLEGE  HARDIN JR COLLEGE  HENDERSON COLLEGE JR COLLEGE  HILLSBORO COLLEGE  HOUSTON J C OF UNIV OF  HOWARD COUNTY JR COLLEGE  KILGORE COLLEGE  LAMAR COLLEGE  LAREDO JR COLLEGE  LEE COLLEGE  HAVARRO JR COLLEGE  ODESSA COLLEGE  PANOLA COUNTY JR COLLEGE  PARIS JR COLLEGE  RANGER JR COLLEGE  ST PHILIPS COLLEGE N<sup>1,4</sup>  SAN ANGELO COLLEGE  SAN ANTONIO COLLEGE  SOUTHWEST TEXAS JR COLLEGE  TARLETON STATE COLL  TEMPLE JR COLLEGE  TEXARKANA COLLEGE  TEXAS SOUTHWEST COLLEGE  TYLER JR COLLEGE  VICTORIA COLLEGE  WEATHERFORD COLLEGE  WHARTON COUNTY JR COLLEGE    PRIVATELY CONTROLLED  ALLEN MILITARY ACADEMY  CLIFTON JR COLLEGE  CONROE N AND I COLLEGE N<sup>1</sup>  DECATUR BAPTIST COLLEGE  DRAUGHONS BUS COLL  DRAUGHONS BUS COLL  DURHAM BUSINESS JR COLL  DURHAM BUSINESS JR COLL  DURHAM BUSINESS JR COLL  DURHAM BUSINESS JR COLL  FORT WORTH BUS D ED J C N  HOCKADAY JR COLLEGE  LETOURNEAU TECHNICAL INST  LON MORRIS COLLEGE  OUR LADY OF VICTORY COLLEGE  PINEWOOD BUSINESS JR COLL  PORT ARTHUR COLLEGE<sup>1</sup>  SCHREINER INSTITUTE  SOUTH TEXAS JR COLLEGE  SOUTHWESTERN BIBLE INST J C  SOUTHWESTERN JR COLLEGE  TYLER COMMERCIAL COLLEGE    UTAH  PUBLICLY CONTROLLED  CARBON COLLEGE  DIXIE JR COLLEGE  SNOW COLLEGE </p>	<p> MARTIN TENN    LEBANON TENN  MEMPHIS TENN  HENDERSON TENN  MADISONVILLE TENN  CLEVELAND TENN  PULASKI TENN  HORRISTOWN TENN  COLLEGE DALE TENN  ROGERSVILLE TENN  ATHENS TENN  NASHVILLE TENN    ALVIN TEX  AMARILLO TEX  ARLINGTON TEX  BRENTON TEX  CISCO TEX  CLARENDON TEX  CORPUS CHRISTI TEX  EDINBURG TEX  BORGER TEX  GAINESVILLE TEX  WICHITA FALLS TEX  ATHENS TEX  HILLSBORO TEX  HOUSTON TEX  BIG SPRING TEX  KILGORE TEXAS  BEAUMONT TEX  LAREDO TEX  RAYTOWN TEX  CORRICANA TEX  ODESSA TEX  CARTHAGE TEX  PARIS TEX  RANGER TEX  SAN ANTONIO TEX  SAN ANGELO TEX  SAN ANTONIO TEX  UVALDE TEX  STEPHENVILLE TEX  TEMPLE TEX  TEXARKANA TEX  BROWNSVILLE TEX  TYLER TEX  VICTORIA TEX  WEATHERFORD TEX  WHARTON TEX    BRYAN TEX  CLIFTON TEX  CONROE TEX  DECATUR TEX  AMARILLO TEXAS  LUBBOCK TEXAS  AUSTIN TEX  FORT WORTH TEX  HARLINGEN TEX  SAN ANTONIO TEX  FORT WORTH TEXAS  DALLAS TEX  LONGVIEW TEX  JACKSONVILLE TEX  FORT WORTH TEX  LUFKIN TEX  PORT ARTHUR TEX  KERRVILLE TEX  HOUSTON TEX  WAXAHACHIE TEXAS  KEENE TEX  TYLER TEX    PRICE UTAH  ST GEORGE UTAH  EPHRAIM UTAH </p>	<p> PAUL MEEK EXEC OFFICER    COL H L ARMSTRONG PRES  BROTHER THOMAS DEAN  H A DIXON PRES  D R YOUNG PRES  J S BRINSFIELD PRES  E H ELAM PRES  H W BOYD PRES  KENNETH A WRIGHT PRES  ROBERT E LEE PRES  LEROY A MARTIN PRES  ROBERT C PROVINE PRES    A G WELCH SUPT  A M MEYER PRES  E H WERFORD PRES  THOMAS W SPENCER PRES  O L STAMEY PRES  H T BURTON PRES  E L HARVIN PRES  H A HODGES DIR  C A CRYER PRES  ROY P WILSON PRES  JAMES B BORTON PRES  ORVAL PIRTLE PRES  W READ DAWSON PRES  W W KEMMER ACT PRES  E C DODD PRES  B E MASTERS PRES  JOHN E GRAY PRES  W J ADKINS PRES  GEORGE H GENTRY PRES  RAY L WALLER PRES  MURRY H FLY PRES  FLOYD ROZE DEAN  J R MCLENORE PRES  G C BOSWELL PRES  J O LOFTIN PRES  BRYAN WILDENTHAL  J O LOFTIN PRES  H S VON ROEDER PRES  E J HOWELL PRES  JOE R HUMPHREY PRES  H W STILWELL PRES  JOHN F BARRON PRES  H E JENKINS PRES  J D MOORE PRES  L B PLUMMER PRES  J M HODGES PRES    N B ALLEN JR PRES  C TYSSER DEAN  WARREN B BRENT PRES  J L WARD PRES  E C HATTON PRES  E C HATTON PRES  DANIEL E GRIEDER DEAN  E F GAU PRES  CARL A SCOTT MANAGER  C W DURHAM PRES  R L THORNTON PRES  HOBART F MOSSMAN PRES  R G LE TOURNEAU PRES  C E PEEPLES PRES  MOTHER MARIA PRES  I A COSTON SUPERVISOR  D B MAULDIN PRES  ANDREW EDINGTON PRES  GEORGE D PICKENS DEAN  M E COLLINS PRES  J V PETERS PRES  JEWELL F SPINKS PRES    AARON E JONES PRES  GLENN E SNOW PRES  JAMES A NUTTALL PRES </p>

1. No report. Data taken from 1950 Directory. 2. No report for two years. 4. A branch of San Antonio College.

MEMBERSHIP	ACCREDITATION	TYPE	CONTROL OR AFFILIATION	ORGANIZED AS A JUNIOR COLLEGE	YEARS INCLUDED	STUDENTS, 1949-50					FACULTY 1949-50		
						TOTAL	FRESH.	SOPH.	SPE- CIALS	ADULTS	FULL- TIME	PART- TIME	EQUIV- ALENT FULL- TIME
H	D U S	C	STATE	1927	2	580	291	193			29	2	1
H	D U X	H	CATHOLIC	1940	22	118	81	25		9	6	11	5
H	D U1	C	CH OF CHR	1925	23	390	190	200		18	18		
H	D U3	C	METHODIST	1908	42	360	204	74	47	35	18	1	10
H	D U3	C	CH OF GOD	1941	2	456	175	65	6	46			
H	D U3 Y	C	METHODIST	1914	22	204	72	95	25		11	7	3
H	D U S	C	METHODIST	1933	2	237	89	52	67	29	11	6	2
H	D U S	C	7TH DAY ADV	1916	22	530	251	168	64	47	2	33	15
H	D U S	C	PRESBYTERIAN	1929	2	68	40	28			3	4	1
H	D U S	C	METHODIST	1906	22	656	337	249	6	64	31	2	
H	D U S	W	NON PROFIT	1913	2	738	204	165		369	36	6	3
H	D U S	C	LOCAL	1949	4	312	156	33		123	17	13	2
H	D U S	C	LOCAL	1929	2	1098	252	164	295	387	42	8	2
H	D U S	C	STATE	1917	2	2303	1582	518	122	81	90	3	1
H	D U S	C	COUNTY	1927	2	674	467	207			21	1	
H	D U S	C	DISTRICT	1940	2	749	302	162		285	13	17	9
H	D U S	C	DISTRICT	1927	2	94	86	26	2			8	
H	D U3 S	C	DISTRICT	1935	2	5096	638	494	254	3710	66	106	31
H	D U S	C	DISTRICT	1927	2	890	342	149	12	387	33	14	3
H	D U S	C	UNION DISTRICT	1946	22	390	286	56			12	5	2
H	D U S	C	LOCAL	1924	2	269	172	36	5	36	4	7	3
H	D U S	C	MUNICIPAL	1922	2	1274	611	254	77	32	61	21	11
H	D U S	C	COUNTY	1946	2	1577	334	196	96	951	12	1	
H	D U S	C	LOCAL	1923	2	380	120	116	144		14	5	2
H	D U S	C	LOCAL	1927	7	6982	4790	1991	201		165	128	46
H	D U S	C	COUNTY	1946	2	505	254	106	44	101	19	8	3
H	D U S	C	UNION DISTRICT	1935	2	1524	769	450	87	218	53	5	2
H	D U S	C	DISTRICT	1923	2	5187	1180	648	443	2916	69	92	18
H	D U S	C	LOCAL	1947	2	1999	352	122	1116	409	89	24	5
H	D U S	C	DISTRICT	1934	2	798	444	217	14	123	16	10	5
H	D U S	C	COUNTY	1946	2	386	199	110	10	9	14	3	1
H	D U S	C	COUNTY	1946	2	1490	295	234	140	821	21	16	5
H	D U3	C	COUNTY	1947	2	210	130	80			14	1	
H	D U S	C	LOCAL	1924	2	519	241	202	76		26	2	
H	D U S	C	LOCAL	1926	2	439	332	98	9		14	7	4
H	D U S	C	UN DIST	1927	2	596	202	198	196		25	6	
H	D U3 S	C	COUNTY	1928	2	954	430	299	62	163	28	9	3
H	D U S	C	UNION DISTRICT	1925	2	1864	494	358	21	991	27	58	11
H	D U S	C	JOINT COUNTY	1946	2	211	105	58	4	18	11	3	1
H	D U S	C	STATE	1917	4	1341	625	418	96	47	64	9	5
H	D U S	C	LOCAL	1926	2	541	270	182	3	86	10	13	6
H	D U S	C	LOCAL	1927	2	1627	238	131	438	820	17	27	23
H	D U S	C	UNION DISTRICT	1926	2	1797	261	170	143	1223	21	8	4
H	D U S	C	DISTRICT	1925	2	1566	538	288		740	49	5	4
H	D U3	C	COUNTY	1925	2	608	208	90	28	90	18	9	4
H	D U S	C	COUNTY	1921	2	226	113	65	43	3	16	1	
H	D U S	C	COUNTY	1946	2	883	513	107		240	32	4	1
H	D U	H	PROPRIETARY	1947	2	125	90	35			7	12	2
H	D U	C	LUTHERAN	1922	2	156	56	63	9	28	9	2	1
H	D U	C	BAPTIST	1903	2	46	10	3	33		12	25	
H	D U	C	BAPTIST	1897	2	171	116	55			11		
H	D U	C	PROPRIETARY	1918	2	182					6		
H	D U	C	PROPRIETARY	1929	2	445					12		
H	D U1	C	PROPRIETARY	1944	2	264			15	264	5		
H	D U	C	PROPRIETARY	1941	2	325	90			220	14		
H	D U	C	PROPRIETARY	1945	2	70				70	5		
H	D U	C	PROPRIETARY	1943	2	680				680	10	4	
H	D U2	C	NON DENOM	1944	2	176	63	79	34		6	4	2
H	D U2	W	NON PROFIT	1931	2	135	82	53			19	3	2
H	D U	M	NON PROFIT	1946	2	468	244	154		70	23	3	1
H	D U S	C	METHODIST	1912	2	298	184	97	17		15	1	
H	D U X	W	CATHOLIC	1930	2	168	72	60	36		3	16	8
H	D U	C	PROPRIETARY	1945	2	600				600	11	4	2
H	D U	C	NON PROFIT	1941	1	512	354			158	15		
H	D U S	C	PRESBYTERIAN	1924	2	288	147	123	18		31	1	
H	D U3 S	C	PROPRIETARY	1948	2	233	124	20	87	2	5	3	1
H	D U3	C	ASSEM OF GOD	1944	2	346	195	110	33		12	11	5
H	D U	C	7TH DAY ADV	1916	2	196	146	36	13		1	26	
H	D U	C	PROPRIETARY	1941	2	700				700	20		
H	D U3 W	C	STATE	1938	2	311	205	93	13	513	7	26	20
H	D U W	C	STATE	1917	4	312					30		
H	D U W	C	STATE	1922	4	353	208	142	3		18	6	3

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD
WEBER COLLEGE	OGDEN UTAH	HENRY A DIXON PRES
VERMONT PRIVATELY CONTROLLED GREEN MOUNTAIN JR COLLEGE VERMONT JR COLLEGE	POULTNEY VT MONTPELIER VT	HOWARD C ACKLEY PRES RALPH E NOBLE PRES
VIRGINIA PUBLICLY CONTROLLED COLL OF WM AND MARY AND VPI NORFOLK DIV VA STATE COLL N V P ENGINEERING EXT	NORFOLK VA NORFOLK VA DANVILLE VA	LEWIS W WEBB JR DIR LYMAN B BROOKS DIR J M TAYLOR MANAGER
PRIVATELY CONTROLLED AVERETT COLLEGE BLACKSTONE COLLEGE FOR GIRLS BLUEFIELD COLLEGE FAIRFAX HALL JR COLLEGE FERRUM JR COLLEGE MARION COLLEGE SHENANDOAH COLLEGE SOUTHERN SEMINARY AND JR COLL STRATFORD COLLEGE SULLINS COLLEGE THE APPRENTICE SCHOOL VIRGINIA INTERMONT COLLEGE	DANVILLE VA BLACKSTONE VA BLUEFIELD VA WAYNESBORO VA FERRUM VA HARTON VA DAYTON VA BUENA VISTA VA DANVILLE VA BRISTOL VA NEWPORT NEWS VA BRISTOL VA	CURTIS BISHOP PRES JOHN D RIDDICK PRES CHAS L HARMAN PRES WILLIAM B GATES PRES NATHANIEL H DAVIS PRES JOHN H FRAY PRES L P HILL PRES MARGARET D ROBEY PRES JOHN C SIMPSON PRES # E MARTIN PRES F R WHITE ASST DIR RABUN L BRANTLEY PRES
WASHINGTON PUBLICLY CONTROLLED CENTRALIA JR COLLEGE CLARK COLLEGE EVERETT JR COLLEGE GRAYS HARBOR COLLEGE LOWER COLUMBIA JR COLLEGE OLYMPIC JR COLLEGE SKAGIT VALLEY JR COLLEGE WENATCHEE JR COLLEGE YAKIMA VALLEY JR COLLEGE	CENTRALIA WASH VANCOUVER WASH EVERETT WASH ABERDEEN WASH LONGVIEW WASH BREMERTON WASH MOUNT VERNON WASH WENATCHEE WASH YAKIMA WASH	WILLYS W FOLSON DEAN PAUL F GAISER PRES J F M BUECHER PRES GEORGE L HALL DEAN T D SCHINDLER PRES L P ELIAS DEAN LEROY V GOOD DEAN PAUL F FURGESON PRES HAROLD A HOEGLUND DEAN
PRIVATELY CONTROLLED TACOMA CATHOLIC JR COLL	TACOMA WASH	MOTHER M EDWARDINE PRES
WEST VIRGINIA PUBLICLY CONTROLLED POTOMAC STATE SCHOOL WVU	KEYSER W VA	E E CHURCH PRES
PRIVATELY CONTROLLED BECKLEY COLLEGE GREENBRIER COLLEGE GREENBRIER MILITARY SCHOOL	BECKLEY W VA LEWISBURG W VA LEWISBURG W VA	D K SHROYER EXEC V P F W THOMPSON PRES COL J M MOORE SUPT
WISCONSIN PUBLICLY CONTROLLED MILWAUKEE VOC SCH J C DIV UNIV OF WISCONSIN EXT DIV FOND DU LAC EXT CENTER GREEN BAY EXT CENTER KENOSHA EXT CENTER MANITOWOC EXT CENTER MARINETTE EXT CENTER MENASHA EXT CENTER MILWAUKEE EXT CENTER RACINE EXT CENTER SHEBOYGAN EXT CENTER WAUSAU EXT CENTER	MILWAUKEE WIS FOND DU LAC WIS GREEN BAY WIS KENOSHA WIS MANITOWOC WIS MARINETTE WIS MENASHA WIS MILWAUKEE WIS RACINE WIS SHEBOYGAN WIS WAUSAU WIS	WILLIAM F RASCHE DIR M J LOWE UNIV REP O E BRIGGS DIR BERNARD TALLENT DIR M J LOWE UNIV REP R D WAGNER DIR M C GRAFF UNIV REP GEORGE A PARKINSON DIR C A WEDEMEYER DIR M J LOWE UNIV EXT REP H C AHRNSBRACK DIR
PRIVATELY CONTROLLED CONCORDIA COLLEGE FOND DU LAC COLLEGE ST LAWRENCE JR COLLEGE SALVATORIAN SEMINARY WAYLAND JR COLLEGE	MILWAUKEE WIS FOND DU LAC WIS MT CALVARY WIS ST NAZIANZ WIS BEAVER DAM WIS	LEROY C RINCKER PRES LAVELLE T MAZE PRES REV GERALD WALKER REC REV HENRY C SORG REC WEIMER K HICKS PRES
WYOMING PUBLICLY CONTROLLED CASPER JR COLLEGE NORTHEAST AGRIC JR COLLEGE NORTHWEST CTR U OF WYOM SOUTHEAST UNIV CENTER	CASPER WYO SHERIDAN WYO POWELL WYO TORRINGTON WYO	M F GRIFFITH DEAN THOMAS A KUIPER DIR J E CHRISTENSEN DIR J M HUNGATE DIR
ALASKA PRIVATELY CONTROLLED SHELDON JACKSON JR COLLEGE	SITKA ALASKA	LESLIE YAW PRES

1. No report. Data taken from 1950 Directory.



MEMBERSHIP	ACCREDITATION	TYPE	CONTROL OR AFFILIATION	ORGANIZED AS A JUNIOR COLLEGE	YEARS INCLUDED	STUDENTS, 1949-50					FACULTY, 1949-50		
						TOTAL	FRESH.	SOPH.	SPE- CIALS	ADULTS	FULL- TIME	PART- TIME	EQUIV- ALENT FULL- TIME
M	D U W H	C	STATE	1916	2	3871	1063	460	69	2279	58	53	25
M	D U E H	C	METHODIST	1931	2	296	178	115	3		21	6	2
M	D U S E	C	METHODIST	1936	2	263	153	95	12	3	16	7	3
M	D U S	C	STATE	1930	2	1237	45	27		1165	52	25	5
M	D U S	C	STATE	1935	2	1018	247	208	392	171	33	17	
M	D U S	C	STATE	1946	2	55	26	23	4		4	5	1
M	D U S	W	BAPTIST	1914	2	343	141	78	70	47	26	3	1
M	D U S	W	METHODIST	1915	2	116	53	50	13		11	8	4
M	D U S	C	BAPTIST	1932	2	302	153	129	15	5	20	21	10
M	D U S	W	PROPRIETARY	1932	2	53	33	20					
M	D U S	W	METHODIST	1936	2	156	116	32	8		20		
M	D U S	W	LUTHERAN	1913	4	98	62	30		6	13	3	1
M	D U S	C	EV UN BR	1924	2	412	66	44	113	189	9	4	2
M	D U S	C	PROPRIETARY	1927	2	196	104	90	2		24		
M	D U S	W	NON PROFIT	1930	2	171	55	53	48	15	20	4	1
M	D U S	W	NON PROFIT	1917	2	295	185	110			41	3	2
M	D U S	W	PROPRIETARY	1944	4	360					41		
M	D U S	W	BAPTIST	1912	2	403	224	120	59		36	2	1
M	D U W	C	LOCAL	1925	2	273	188	85			12	10	7
M	D U W	C	DISTRICT	1933	2	1403	425	125	6	847	35	21	6
M	D U W	C	DISTRICT	1941	2	2851	505	302	960	1084	46	39	8
M	D U W	C	LOCAL	1930	2	3508	210	80	18	1200	17	6	2
M	D U W	C	DISTRICT	1934	2	755	158	115	37	445	21	8	2
M	D U W	C	DISTRICT	1946	2	333	765	209	413	3946	35	117	75
M	D U W	C	DISTRICT	1926	2	495	160	40	5	280	14	3	1
M	D U W	C	UNION DISTRICT	1939	2	731	210	120	20	381	12	10	4
M	D U W	C	STATE	1928	2	827	313	119	20	375	24		
	U3	W	CATHOLIC	1942	2	15	15				1	4	2
M	D U H	C	STATE	1921	2	548	319	191	33	5	36		
M	D U3	C	NON PROFIT	1933	2	1667	1050	420	155	42	23	3	
M	D U	W	NON PROFIT	1925	2	175	60	42	73		16	2	1
M	D U	M	NON PROFIT	1933	2	85	25	60			1	12	6
	U	C	LOCAL	1937	2	595				595	1	24	6
	U N	C	STATE	1933	2	99	73	26				11	4
	U N	C	STATE	1933	2	396	281	108	7		4	21	9
	U N	C	STATE	1933	2	273	196	75	2		2	11	4
	U N	C	STATE	1933	2	144	119	25				14	4
	U N	C	STATE	1936	2	118	91	27			1	12	4
	U N	C	STATE	1933	2	221	166	52	3		2	13	4
	U N	C	STATE	1923	2	2447	1306	596	415		134	5	3
	U N	C	STATE	1933	2	738	466	264			17	22	9
	U N	C	STATE	1933	2	139	170	19			2	10	4
	U N	C	STATE	1933	2	370	268	97	5		8	14	5
P	U	M	LUTHERAN	1890	2	85	48	37			9	2	1
	U X	C	PROPRIETARY	1944	2	149	82	57			8		
	U2	M	CATHOLIC	1925	2	57	25	22	10				
	D U	C	CATHOLIC	1909	2	54	34	20				9	3
		C	BAPTIST	1936	2	51	31	20				11	3
M	D U2	C	DISTRICT	1945	2	1241	152	55	27	1007	21	25	5
	D U	C	DISTRICT	1948	2	181	85	50	43	6	8	4	
	D U N	C	DISTRICT	1946	4	138	48	26	38	26	6	12	4
	D U N	C	STATE	1948	2	98	27	59	4	8	4	6	1
	D2	C	PRESBYTERIAN	1944	2	16	10	4				6	4

INSTITUTION	LOCATION	ADMINISTRATIVE HEAD
BRAZIL PRIVATELY CONTROLLED INST TEC DO COLEGIO BENNETT	RIO DE JANEIRO BRAZIL	EVA L HYDE REITORA
CANADA PUBLICLY CONTROLLED NOVA SCOTIA AGRIC COLLEGE PRINCE OF WALES COLLEGE	TRURO N X CANADA CHARLOTTETN PEI CANADA	KENNETH COX PRIN FRANK MACKINNON PRIN
PRIVATELY CONTROLLED ALMA COLLEGE CAMPION COLLEGE LUTHER COLLEGE MOUNT ROYAL COLLEGE	ST THOMAS ONT CANADA REGINA SASK CANADA REGINA SASK CANADA CALGARY ALBERTA CANADA	REV S J MATHERS PRIN REV F J BOYLE RECTOR REX H SCHNEIDER PRIN JOHN H GARDEN PRIN
CANAL ZONE PUBLICLY CONTROLLED CANAL ZONE JR COLLEGE	BALBOA HEIGHTS CANAL ZONE	ROGER C HACKETT DEAN
CUBA PRIVATELY CONTROLLED HAVANA BUSINESS UNIV	HAVANA CUBA	HENRY L MATHIOT PRES
GREECE PRIVATELY CONTROLLED ATHENS COLLEGE	ATHENS GREECE	HOMER W DAVIS PRES
LEBANON PRIVATELY CONTROLLED AMERICAN JR COLL FOR WOMEN <sup>2</sup>	BEIRUT LEBANON	WILLIAM A STOLTZFUS PRES
PUERTO RICO PRIVATELY CONTROLLED PUERTO RICO JR COLLEGE	RIO PIEDRAS PUERTO RICO	ALFREDO MUNIZ PRES

<sup>2</sup>No report for two years.

MEMBERSHIP	ACCREDITATION	TYPE	CONTROL OR AFFILIATION	ORGANIZED AS A JUNIOR COLLEGE	YEARS INCLUDED	STUDENTS, 1949-50					FACULTY 1949-50		
						TOTAL	FRESH.	SOPH.	SPE- CIALS	ADULTS	FULL- TIME	PART- TIME	EQUIV- ALEFT FULL- TIME
H    D D D D U U U M M		H	W METHODIST	1941	3	24	12	11	1		6	4	
			C PROVINCE	1905	2	98	45	53			3	23	7
			C PROVINCE	1933	5	620					40	1	
			W NON PROFIT	1930	5	137					20	4	
			W M CATHOLIC	1927	2	90	70	20			6	2	
			C LUTHERAN	1926	2	214	64	29	121		12		
			C UN CH CAN	1930	4	1184	240	225	417	302	43	28	
M		M	C FEDERAL	1933	2	1284	153	73	30	883	11	25	5
			C PROPRIETARY	1942	2	585	83	56	86	240	21	11	5
			M GR ORTH	1925	2	71	37	32	2		67	10	5
			C NON PROFIT	1949	2	300	285	15			13	8	3

# *Directory of Junior College Organizations*

## AMERICAN ASSOCIATION OF JUNIOR COLLEGES

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